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Teacher and pupils hiking
near Davos, Switzerland. Photo,
E. Meerkamper. See p. 15,
article on Swiss Education.

The American Teacher •

Labor Notes

By MEYER HALUSHKA, Local 1

Bills in Congress of Interest to Labor

Senators Murray (Montana), Wagner (New York), and Thomas (Utah) have submitted a bill entitled "A Bill to Establish a National Policy and Program for Assuring Continuing Full Employment."

The key provision of the bill calls for the setting up annually of a new kind of budget—a federal production and employment budget. The number of jobs needed for full employment, the estimated national income required for full employment, and the prospective volume of private and public investments and expenditures will be listed. Should this budget show a deficit in prospective investments and expenditures, a general program for encouraging private production shall be worked out. In the event that such program still fails to secure full employment, the Federal Government shall close the gap by additional public investment and expenditure.

The Bill contains the following "Declaration of Policy":

The Congress hereby declares that:

(a) Every American able to work and willing to work has the right to a useful and remunerative job in the industries, or shops, or offices, or farms, or mines of the nation;

(b) It is the responsibility of the Government to guarantee that right by assuring continuing full employment; and

(c) It is the policy of the government to assure continuing full employment by (1) encouraging, to the fullest extent possible, through federal investment and other expenditure, the highest feasible levels of employment by private enterprise, (2) providing whatever volume of federal investment and other expenditure may be needed to assure continuing full employment."

Representative Ludlow (Indiana) has introduced a bill to repeal the Smith-Connally Act, the so-called Anti-Strike Law. Representative Harless (Arizona) has a bill to repeal that section of the Smith-Connally Act which prohibits contributions by unions to political campaign funds.

A bill requiring payment to women of equal wages for equal work has

been introduced by Representative Mary Norton (New Jersey).

Representative Dingell (Michigan) has reintroduced the Wagner-Murray-Dingell Bill to amend and extend the Social Security Act.

Women Unionists to Tour Britain

The WPB Office of Labor Production and the Overseas Branch of the OWI have arranged a "good will" visit to England as a two-way exchange of ideas and information on production and trade unionism in the two countries. A return visit by four British women similarly selected will follow.

To represent the AFL, President William Green appointed Mrs. Maida Stewart Springer, educational director of the Plastic Workers Union, Local 132, ILGWU, and Mrs. Julia O'Connor Parker of Boston, for twenty years president of the telephone operators' division of IBEW.

The CIO delegates are Mrs. Grace W. Blackett and Miss Anna Murkovich of the United Automobile Workers and the Hosiery Workers, respectively.

Mrs. Springer will be the first Negro woman to represent American labor abroad.

Longer Work Week Means Less Production

Studies made by the U. S. Department of Labor to determine the effect of lengthening working hours in 12 metal-working plants indicate that the 40-hour week and 8-hour day generally yield highest output for each hour worked. Hours beyond 40 or 48 a week resulted in additional output—but at constantly decreasing efficiency and with increasing absenteeism as hours were stepped up.

On light work employees under wage incentive systems and with weekly schedules of between 55 and 58 hours added approximately two hours of output for every three hours worked above 48. In heavy work, the ratio was more nearly one hour's output for every additional two hours worked. The survey revealed that the 7-day week, as a steady program, is uneconomic and may actually result in less production than the 6-day week.

The data indicate clearly that

workers adjust themselves to longer hours by slowing down, not because they want to, but because they have to.

British studies confirm these findings.

Sir Wilfrid Garrett, Chief Inspector of Factories, further reports that reduction of working hours has resulted in decrease of industrial accidents. At the end of a long day workers are more inclined to take a chance and so risk accidents. In one large factory 75% of the accidents occurred between 4:30 P.M. and 6:45 P.M.

In one firm, 300 workers were engaged on a 7-day week of 60 to 70 hours and produced fifty articles. Reducing the hours to 54 weekly but maintaining earnings at the same level by a bonus system resulted in a rise of production of 75% to 100%.

Labor Management Committees

The War Production Board reports that over 5,000 labor-management committees, representing over 8,000,000 workers, have been set up in U. S. war plants.

Trade Unions represent 70% of the workers covered by these committees.

The committees are handling such problems as:

1) improving efficiency; 2) conservation and salvage; 3) training and upgrading; 4) manpower recruiting; 5) absenteeism and turnover; 6) safety and health; 7) transportation and food problems; 8) care of tools and equipment; 9) War Fund and Bond Drives; 10) Red Cross Blood donations.

Under the suggestion system set up by the Committees about one million war winning ideas were submitted by workers in the year 1943-1944.

Quick Lunches For Workers

One in every two manufacturing plants provides facilities for meals on the job. The War Food Administration and related government agencies has waged a campaign to increase proper industrial feeding as an aid to workers' health and morale. In-plant feeding has cut accident rates, decreased absenteeism, and increased individual production by as much as ten per cent.

(Continued on page 31)

The American Teacher

Published by
The American Federation of Teachers

AFFILIATED WITH THE
AMERICAN FEDERATION OF LABOR

Mildred Berleman, Editor

Editorial Board: Helen Taggart, Chairman; Arthur
Elder; Lettisha Henderson; and Irvin R. Kuenzli.

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March 1945

Volume XXIX

No. 6

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Entered as second-class matter Oct. 15, 1942, at the postoffice at Mount Morris, Ill., under the Act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of February 28, 1925, authorized November 3, 1926.
SUBSCRIPTION: \$2.50 for the year—Foreign \$2.60—Single copies 35c. Published monthly except June, July, August and September at 404 N. Wesley Ave., Mount Morris, Ill. Editorial and Executive Offices, 506 S. Wabash Ave., Chicago 5, Ill. Subscribers are requested to give prompt notice of change of address. Remittance should be made in postal or express money orders, draft, stamps or check.

PRINTED IN U.S.A.

MARCH, 1945

John Connors Visits Britain

The OWI has announced that AFT Vice-President John D. Connors, director of the Workers' Education Bureau of America, has gone to Britain at the invitation of the Workers' Educational Association of Great Britain to speak before labor and educational groups in England, Scotland, and Wales.

The Workers' Education Bureau of America is the educational agency of the American Federation of Labor. Mr. Connors' trip was arranged by OWI as one of a series to aid in developing a better understanding of U.S.-British cooperation in the war effort. Mr. Connors is the first American representative to visit Great Britain under the exchange-speaker plan worked out by the W.E.B. and W.E.A. The British representatives who were here last fall have now returned. They included: Ezra Fisher, Yorkshire Secretary of the W.E.A.; Harold Shearman, national education officer; and Miss Elizabeth Monkhouse, organizing tutor to the W.E.A. in charge of study groups.

A release sent out by OWI contained the following account of Mr. Connors' activities:

"Mr. Connors has been an active member of the American Federation of Teachers for a number of years, and since 1937 has been a national vice president of the organization. In 1940 he was appointed national field representative of the American Federation of Labor, a post he held until 1943. In addition to being managing editor of the Workers' Education Bureau Press, Inc., Mr. Connors lectures on economic and labor subjects at universities and summer schools. He was the first president of the New Bedford (Mass.) Labor School and is now treasurer of the Hudson Shore Labor School, formerly the Bryn Mawr Summer School.

"His additional activities, past and present, include the presidency of the New Bedford Teachers Union, vice presidency of the Massachusetts State Federation of Labor, and membership in the National Commission on Education and the Post-war World, the National Academic Freedom Committee, the executive council of the American Association for Adult Education, the New York Teachers Guild, the New York Adult Education Council, the New York East-West Committee, and the board of directors of the Associated Hospital Service of New York.

"He was elected director of the Workers' Education Bureau of America in 1943."

President's Page

AFL Committee on Education

YOUR president was thrilled to sit in as a guest and consultant at the January 30th meeting of the AFL Permanent Committee on Education. In addition to approving in toto the federal aid to education bill proposed by the Educational Reconstruction Commission of the AFT, the Committee heard representatives of a number of federal agencies who had come to ask the support of the AFL in behalf of legislation in which they were interested. These representations are proof of the conviction of these officials that the support of the American Federation of Labor has significance and power in promotion of the objectives sought. Dr. Studebaker, U. S. Commissioner of Education, appeared in order to advocate support of his budget request for funds to make possible reorganization of the U. S. Department of Education to make it of real service in providing research services, and advisory and counseling services to all segments of American education. The annual report of the Office of Education, 1944, Part 2, page 63 is devoted to a thorough presentation of the suggested revisions. These proposals seem to merit the support of the teachers of America in helping to create a functionally efficient national department of education.

Mr. H. R. Sterling, Director of Vocational Rehabilitation, U. S. Veterans Administration, and William F. Patterson, Director of Apprentice Training, War Manpower Commission, urged AFL support of pending amendments to the G.I. Bill and to the Veterans Rehabilitation Bills. They proposed to amend the G.I. Bill by removing the twenty-five year limitation, so that not merely those returning veterans who entered service before their twenty-fifth birthday but all returning veterans would be eligible for training under the G.I. Bill if they desire. This is in complete accord with action taken at our last national convention. Second, they proposed to amend the Veterans Rehabilitation Bill to permit the veterans' administrator to grant permission to applicants for training in crafts and professions which now require a training or apprenticeship period of more than four years' duration to engage in such training. The law as now written requires the Government to restore the employ-

ability of disabled veterans, but it limits the training to courses extending not more than four years. It would seem only fair and just to permit veterans to take at least the first four years of a course in law, medicine, or dentistry, or of training for other professional careers, or to enter apprentice training in the sixteen major crafts which now require an apprenticeship of more than four years.

Substitute Abuses

Perhaps nowhere in public education is there such wholesale violation of sound educational policy as in the treatment generally accorded substitute teachers. A nation-wide teacher shortage would seem to justify greater consideration for substitute teachers. On the contrary, from all parts of our country evidence is accumulating indicating that substitutes are being driven out of the teaching field because of shameful underpayment, insecure employment, and inconsiderate treatment. Evidence on this point is to be found on pages 10 and 11 of this issue.

The problem of protecting teachers now in military service in their seniority, salary, and security rights has induced many boards of education to fill their positions with substitute teachers employed only for the duration. This is understandable and perhaps defensible. However, if competent replacements are to be secured there can be no justification for employing substitutes at shamefully low day-by-day wages greatly below the salary paid the regular teacher whose place the substitute takes.

The welfare of pupils demands that substitutes be paid a salary commensurate with their training and experience. Only by such payments can substitutes of even minimum ability and training be retained. The few dollars the boards of education may save are offset by loss to the pupils through lowered morale of dissatisfied, inexperienced, and oft-times ill-equipped substitutes retained under such a penny-wise pound-foolish system. Certainly, boards of education should not capitalize upon wartime stresses to short change the youth of America.

It seems reasonable that substitutes when employed full time should be paid a salary to which their training and years of experience would entitle them under whatever salary schedule is operative for regular teachers; that when employed part time they should receive the daily wage which would be provided under the regular

salary schedule. In other words, training and experience should be the determinants of a substitute's pay.

Two concessions designed to attract and retain more competent substitutes would be: (1) granting pension rights to substitutes for the time taught each year; (2) granting seniority rights

to assure to substitutes of demonstrated competence priority in appointment to regular positions. Only by making the substitute teaching field more attractive can we protect the welfare of countless American youth.

JOSEPH F. LANDIS

A.F.T. Federal Aid Bill Supported by A.F.L.

By SELMA BORCHARDT

WASHINGTON LETTER NO. 5 (1944-1945)

Washington, D.C.,
February 14, 1945.

The American Federation of Labor is sponsoring a bill for federal aid for education. Since 1918 the AFL has urged such legislation. Heretofore, labor has asked Congress to amend bills drawn by others so that those bills would *actually* raise educational standards throughout the nation. Thus far, no bill before the Congress has embodied labor's principles.

THIS YEAR LABOR HAS ITS OWN BILL.

Labor's bill has great advantages over all other bills providing federal aid for education.

1. Labor's bill meets the President's requirements that aid be allocated among the states on a basis of relative *need*.
2. Labor's bill, while strictly protecting the state's control over education, does make sure that federal funds will *supplement* and not supplant state funds.
3. Labor's bill makes aid available for every American child, rural and urban, regardless of race, creed or color, for whom aid is needed.
4. Labor's bill makes essential educational services and projects available for every child, youth and adult, in every part of every state in the union.
5. Labor's bill requires that \$225,000,000 be used for public school teachers' salaries. No other bill has *guaranteed* one cent for salaries.
6. Labor's bill makes possible sound social planning and administration and the effecting of adjustments to meet emergencies, and special urgent needs in any community as they may arise, by creating a national advisory board composed of representative citizens.
7. Labor's bill assures proper and socially sound use of federal funds allocated for buildings

for educational purposes by requiring that *state* authorities must approve the program and plans for educational building for which federal funds are to be used. At present, *no* law requires or even specifically authorizes educational planning or consultation with state authorities for the use of federal funds for educational building.

8. Labor's bill requires *publication* of plans for the allocation and use of all federal funds authorized in this program, *before* the funds are expended, and full reports after they are used to show how the state used these funds to seek to equalize educational opportunities in the state.

In addition to these distinctive features, and sound safeguards, labor's bill contains the good points which were in other bills:

1. Labor's bill safeguards states' rights in educational administration.
2. Labor's bill provides an objective standard for the allocation of funds.
3. Labor's bill guarantees the rights of minority races in participating in federal funds.
4. Labor's bill provides administrative safeguards to protect the public interest.

THIS IS WHAT LABOR'S BILL PROVIDES, SECTION BY SECTION:

TITLE I

Provides the administrative machinery; guarantees state control of education; establishes a National Advisory Board composed of five repre-

LATE NEWS FLASH!

Just as this issue was going to press Miss Selma Borchardt wired that agreement had been reached between all groups cooperating with the AFL and AFT on the Federal Aid Bill, and that Senator James Mead would introduce the bill March 6th.

sentative citizens to be appointed by the President with the advice and consent of the Senate; provides that the United States Commissioner of Education shall serve as Secretary of the National Board and administer the programs authorized in the Act; authorizes joint agreements between the states and the federal government for surveys and other studies; provides for audits, etc., and for reports showing how the status of education in each of the states *has been improved* by the use of the federal funds; provides state acceptance terms which must include protection for racial minorities, availability to every section of a state in need thereof; requires *publication* of plans for allocation and distribution of federal funds by federal and state authorities; makes possible adjustments and special grants to meet emergencies which may arise in a state; provides that the *State Authority* shall approve all plans which provide for buildings for educational purposes, to be built with the aid of federal funds.

TITLE II

Authorizes the appropriation of \$300,000,000 to assist the states in more adequately financing their systems of public education: to eradicate illiteracy; to keep public schools open for a term of not less than nine months; to reduce overcrowded classes by the employment of additional teachers; to make possible the payment of adequate salaries for teachers in public elementary schools (including kindergartens), public, junior and senior high schools, and junior colleges; PROVIDED that not less than 75 per centum of such funds shall be made to *supplement* the appropriations currently made by states and their subdivisions for the payment of salaries of teachers in the public schools.

TITLE III

Authorizes the appropriation of \$100,000,000 to provide for current expenditures for educational facilities and services such as transportation for educational purposes, library facilities, instructional aids, school health programs and facilities. (Note: This title makes statutory provision for many services currently available under the war emergency aid provisions in the Lanham Act and for a number of the services which were available under W.P.A.)

TITLE IV

Authorizes the appropriation of \$150,000,000 for the purpose of providing needy persons between the ages of 14 and 20, inclusive, means

and assistance to enable them to continue their education; said funds are to be paid to persons who are in regular attendance at an educational institution or training center which shall have been approved by the State Authority; the benefits under this title may be afforded in the form of scholarships, stipends, or compensation for work performed for public or other non-profit agencies, provided that the combined period of education and employment of persons receiving this aid shall not exceed eight hours for any one day or forty-eight hours for any one week.

(Note: This provision puts on the basis of substantive law the principle which was embodied in the N.Y.A., and adds to this principle a number of administrative safeguards.)

Labor Will Press for the Enactment of This Bill

We were told that it would be far better strategy for us to have the major interests which will support our bill come to agreement as to wording before the bill is actually introduced. After the bill is introduced, hearings will be scheduled. It is the present hope of our friends in the Senate to have the bill introduced and hearings concluded within a month.

A small conference was held Tuesday, February 13, 1945, of representatives of the AFT, the AFL, and other sympathetically interested groups which work with us, with a number of Senators who will push for our bill. At this conference, it was pointed out that no advantage is gained by having a bill introduced on which there is great disagreement as to the language, among the interested parties. At the present time, there is no major disagreement between the AFL and the other interested groups represented at this small conference; there was only minor disagreement on the language, which some felt did not accurately express the principles agreed upon.

This conference seemed to me to be one of the most hopeful meetings in which I have participated, through the years, on the question of federal aid.

In view of the fact that hearings will probably be held in about three weeks on our bill, we are now asking locals to make tentative plans to have a spokesman from their local attend the hearings in support of these principles. It is also important that the locals begin presenting to labor and non-labor groups, in their community, the principles embodied in our bill so that they will be able to present the bill itself more adequately at the proper time.

How the Red Cross Solved Its Teacher-Shortage Problem

By JUDITH LEE

American Red Cross, Midwestern Area

HIGHLIGHTING the increasingly critical shortage of professionally trained teachers in America is an important question: "Can amateurs be trained quickly to teach homefront skills important to the war effort?" The American Red Cross, now conducting what is actually the world's largest adult education system, answers confidently, "Yes!"

Immediately after Pearl Harbor the Red Cross was confronted with the challenge of expanding its training program for volunteers by leaps and bounds. Before the event which precipitated the nation into war, some 1,215,600 persons were serving in the various Red Cross volunteer services. Six months later there were 2,719,581. Today, the number of volunteers has reached an all-time high of 6,500,000.

Put more graphically, Red Cross issued last year half again as many training certificates as there were diplomas during the same period from all the high schools and colleges in the nation.

But where are the teachers for these hundreds of classes coming from? In the six-month period following Pearl Harbor, an average of 10,000 persons were completing Red Cross first aid courses every day. Who taught them? How were they prepared?

The answer lies partly, of course, in the greatly increased activity of those instructors already trained and in the generous offering of their services by those in professions related to the program. But these reserves were insufficient by themselves. For instance, in one year, new first aid instructors in the number of 121,713 were desperately needed. Physicians supplied 17 per cent of the quota. But the remaining percentage had to be met by laymen. How did they become qualified teachers?

First, they were required to complete both the standard and the advanced first aid courses. Then, having learned all the techniques which they would teach, they attended instructors' conferences where they practiced teaching the skills to others. They were graded entirely on

the success of their teaching efforts, not on their own ability to perform.

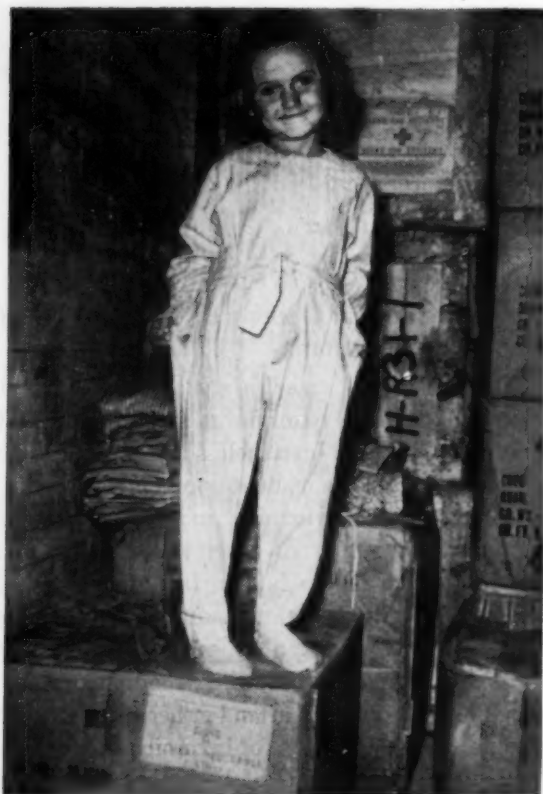
The Red Cross water safety program has not reflected wartime expansion as much as first aid training activities. Nevertheless its steady growth over many years has made it apparent that teachers of Red Cross swimming and life saving will have to be drawn from other than professional teaching ranks in the future. In anticipation of this need, seventeen national aquatic schools have been set up by the Red Cross at various points throughout the country during the summer season. Young people can attend either for their own benefit or for the purpose of becoming instructors. If they have intentions of becoming instructors they must practice teaching techniques as well as life saving skills.

Only graduate registered nurses are eligible to become teachers of home nursing or nurse's aides classes. They are not ordinarily required to take a special instructor's course unless they plan to teach the abbreviated home nursing course entitled "Six Lessons in the Care of the Sick." This course employs the "Training in Industry" technique which has become so popular in war plants and factories. Those who use it in teaching must learn a set of precise demonstrations to be synchronized with carefully prepared oral procedures

March Is Red Cross Month!

Teachers need hardly be reminded of the many services provided by this organization for the men and women in the armed forces, for the prisoners of war, for the hungry, cold, and homeless in the war-devastated lands, and for civilians needing aid in time of illness or disaster.

Many teachers are devoting long hours to Red Cross work after school and on Saturdays. But dollars are needed also, and this is the month to make your contribution.



OWI PHOTO
Wistfully displaying her new sleeper suit, this little Yugoslav girl smiles her thanks to American Red Cross volunteers who made them. She is one of thousands of children housed in a refugee camp in Egypt.

and explanations. Red Cross nursing instructors must take a thirty-six hour training course to perfect this teaching technique.

Otherwise, nursing instructors as well as nutrition instructors and those who teach such volunteer service units as motor corps, Gray Ladies, staff assistants, and home service workers, receive no special instructor's training but are given the aid of planned courses in outline form worked out by experts on the Red Cross national staff. These, along with simplified textbooks which are frequently revised according to the development of new teaching procedures, enable most skilled and experienced Red Cross workers to teach newcomers without undue difficulty.

Of course, many professional teachers are qualified Red Cross instructors in one or more fields. Many nurses who majored in nursing education in college serve as instructors of home nursing or nurse's aide classes. But their time and efforts are needed largely in their own schools and hospitals. An ever greater number of Red Cross classes must be taught by non-professionals. Their success is indicated by the continued growth of the entire Red Cross training program, which today reaches into almost every home in the nation.

Schoolteachers for the Future

By K. A. T. PINNOCK

Most teachers will read with interest and sympathetic understanding these excerpts from an article which appeared in the December 1944 issue of "The Mentor," the publication of the Natal Teachers' Society, Natal, South Africa.

SOME who have tried teaching have been honest enough to record that they found it hateful. Stephen Leacock, the great Canadian humorist, was being serious when he wrote that his eight years' teaching experience "left me with a profound sympathy for the many gifted and brilliant men who are compelled to spend their lives in the most dreary, the most thankless, and the worst paid profession in the world."

In contrast is the verdict of another famous humorist, Ian Hay. Teaching, he says, is "the most honourable but least respected, the worst paid but most richly rewarded, profession in the world."

Who is right—Leacock or Hay? The answer is, of course, "Neither—and both." As a veteran schoolmistress once said to me: "Teaching is a

grand job if you can do it, but it is purgatory if you can't."

There is only one way for the prospective teacher to find out whether or not he can teach, and that is to try it for a period of some months. Preferably this early training should be done in an elementary school, for in such schools the problems and difficulties which face the teacher are experienced "in the rough."

Here, perhaps, I may be allowed to speak personally for a while. The fortunes of war caused me to be plucked from my studies at the university and set down one Monday morning in a classroom of a small country school with a mixed class of forty fourteen-year-olds before me and instructions to teach them everything—arithmetic, history, geography, English, scripture, art

and Heaven knows what else besides. Of what I taught those children—or tried to teach them—I have only the vaguest recollection. But I do remember most vividly the lessons I learnt about the art of teaching in my four or five weeks at that school.

Teaching Is No Job for a Weakling

First I found that school teaching is no job for a weakling. The headmaster of the village school told me that when he began teaching after some years as a Petty Officer in the Navy, each evening when he got home he had to lie down and sleep for an hour or more because he was so completely exhausted. And he was a tough, burly man, brimful of energy when I knew him.

It is easy for those outside the profession to point to the apparently short hours and long holidays of teachers; but the fact is that teaching involves a surprising drain on one's store of nervous energy. It is nothing like lecturing. The lecturer has merely to say his piece, and if the audience sleeps through his discourse—well, why should that bother him? But the teacher who does his job properly has altogether a different function. He has to stir into mental and physical activity the thirty or more children before him—to get them to ask questions and to answer them, to find things in their text-books and write in their own words what they have heard or read.

And if Johnny Brown or Joan Smith happen not to be interested in the lesson, they do not go to sleep like the lecturer's audience—far from it!

Small Classes Are an Absolute Necessity

The second lesson which my teaching apprenticeship taught me was the absolute necessity of small classes.

It is possible, by the imposition of a hatefully rigid discipline, to drill a large class in "the three R's"; it is impossible, except through the individual attention which small classes allow to bring out the latent qualities and abilities of each child—that is to educate children in a democratic instead of a totalitarian sort of way.

I learnt, too, that the teacher cannot get his subject across to the children merely by explaining clearly: he must do all he can to grip their imagination and to link up what he says with their interests and activities.

Finally, I learnt that parents have at least as much effect on the education of a child as teachers have—that if a child is spoilt or neglected, his

education will inevitably suffer. A boy who is allowed to roam the streets, filthy and ragged, cannot suddenly change his habits and do neat and painstaking work in school, however intelligent he may be. *And children who "rule the roost" at home mean grey hairs for teachers as well as parents.*

So much for the job: it calls for energy, hard work, skill of a peculiar kind; and judged according to the incomes of the professional classes, the pay is poor. What of the teachers themselves—what kind of people are needed? Much that I have said already answers that question; but there are some things to add.

Patience is essential. A bad-tempered teacher transmits his irritability to the class.

Outside Interests Needed

The teacher should be a cultured person with broad views, interested in many things outside the range of the lessons. For this reason, training colleges for teachers, excellent as they are in many ways, should be abandoned in favour of universities, and eventually all teachers should have a university training. By meeting the intelligent people of all kinds of origin and destiny who gather together in a university, the teacher can become familiar with the world of ideas.

But to gain the respect both of children and parents the teacher needs to be familiar also with the everyday, bustling world of the men and women who entrust their offspring to his care. Too often the teacher spends practically his whole life in school or training college. His mental outlook is bounded by the four walls of the classroom and he becomes, in the words of a working-class mother whose child had been unjustly treated at school, "a silly old fossil."

It is a good point made by the McNair Committee that teachers in training should be encouraged to take part in social and educational work outside the college.

There remains the most vital characteristic of all—a strong dose of idealism, a belief that the job is well worth doing for its own sake. Teachers have a big part to play in building the new world after the war. Young teachers are apt to wonder if all their efforts really amount to anything. *But older teachers, who can remember how very different were the elementary school children of thirty or forty years ago from those of to-day, know that the civilising effect of education is very, very slow but very, very sure.*

The Substitute Teacher Problem

MANY communities are now faced with serious problems in relation to the employment of substitute teachers. In many places the chief problem is that of finding enough teachers willing to serve as substitutes at low salaries and without tenure, pension, or other rights. In some school systems the main source of trouble is the common practice of employing "permanent" substitutes in order to avoid making permanent assignments.

So that we might obtain quickly some up-to-date information on the present situation in regard to these problems, several AFT locals in different parts of the country were asked to answer a few questions concerning the employment of substitute teachers in their communities. A summary of the answers given by these locals follows:

(1) What salary is paid to your substitute teachers?

CHICAGO—High school substitutes receive \$9 a day. Most elementary school substitutes receive \$8 a day. However, in order to induce more graduates of the Chicago Teachers College to serve as elementary school substitutes, the Chicago Board of Education, following a suggestion made by the Chicago Teachers Union, has developed an arrangement whereby these graduates (who will be assigned permanently as soon as their names are reached on the waiting list) may be assigned temporarily to serve in long leaves and placed on the same salary schedule as they would be if the assignment were permanent. This schedule provides a salary of \$1625 for the first year, \$1750 for the second year, and so on, with an increase of \$125 each year. The upper limit for such substitutes would be the fifth step in the salary schedule. Acceptance of such a position does not in any way jeopardize the right to permanent assignment when a graduate's name is reached on the list. (Chicago Teachers College graduates of the class of 1936 are now being assigned to permanent positions.)

DETROIT—Substitutes in Detroit are paid \$9.32 a day.

LOS ANGELES—The long-term substitute (one who has taught steadily for more than three years) is paid according to the regular permanent teacher's salary rating, but can go no farther than

the fifth step on the schedule, no matter how long he or she substitutes.

MINNEAPOLIS — Day-to-day substitutes having a degree are paid \$7.25 a day, plus a temporary increase of .75 a day. Those who do not have a degree are paid \$6.25 a day, plus the temporary .75 a day increase.

On January 9th the Minneapolis Board of Education approved the superintendent's recommendation that long-call substitutes (those teaching in the same position for at least four weeks) be placed on a monthly salary basis. The following schedule for long-call substitutes was adopted as the basic scale of pay, effective January 29, 1945:

Substitute teachers having less than three years' teaching experience shall receive \$120 in Class I [those who do not have a degree], \$140 in Class II [those having a degree]. After three years' teaching experience, rates shall be \$130 and \$150 respectively; after eight years' teaching experience, \$145 and \$165 respectively. A temporary salary adjustment of \$15 a month will be paid in addition to these rates.

This scale is based on a school month of 20 days.

All experience acquired as a regular teacher in an accredited public or private school or rural school is counted, provided the experience was acquired after the teacher had completed at least a two-year training course. Substitute teaching in Minneapolis is also counted, on the basis of 175 days being the equivalent of one school year.

Trade experience for vocational teachers and social service experience for visiting teachers may be counted as teaching experience on the basis of two years being the equivalent of one year of actual teaching.

TOLEDO—In Toledo the substitute teachers are paid \$7 a day for day-to-day substituting. But if a substitute teacher remains in the same position for a period of 20 consecutive days or more, he or she receives \$8 a day.

(2) Have your substitute teachers any tenure, pension, or other rights?

All the locals reporting replied that their substitute teachers had no tenure or pension rights. Usually the state laws make it impossible to grant such rights. (A few weeks ago the New Jersey

Court of Errors and Appeals ruled that substitute teachers employed in New Jersey on a per diem or monthly basis cannot claim tenure rights.)

In Toledo substitutes who have taught 20 days or more are permitted sick leave of one day per month cumulative to the end of the year. They also are paid for any holidays for which the permanent teachers receive pay.

In Minneapolis, long-term substitutes receive pay for all school holidays but not for vacation periods.

(3) Is there a shortage of substitute teachers in your community?

In all the school systems included in the study it is difficult or impossible to find enough qualified substitute teachers willing to work for considerably less pay than they can earn these days in less exhausting occupations. The uncertainty and inconvenience of day-to-day work is another important factor in the present shortage of substitute teachers.

The situation can be summarized by quoting from the report on the substitute problem in Detroit:

"The difficulty in Detroit, where shortage of substitutes is acute, is that \$9.32 a day is not a sufficient inducement for substitutes so to organize their living as to be regularly available on call. The usual supply of new graduates has dwindled and most of them now serve a year in regular positions held open for the duration for men and women on military leaves. Emergency substitutes now nominally on call in Detroit consist mainly of former teachers who do not or cannot (for lack of qualifications) look on teaching as regular employment. Emergency conditions such as bad weather or epidemic illness knock out the substitute supply just when the need is greatest.

"The remedy, as Local 231 sees it, is to raise the beginning salary from \$1864 to \$2200, or \$11.00 a day for substitutes. This would make day-to-day substituting more worth while and, more important, would attract able young people to the profession in larger numbers."

(4) Are "permanent" substitutes used as a method of avoiding making permanent assignments?

In Los Angeles and New York City it has been the practice to continue employing so-called permanent substitutes for as long as eight or ten years, thus saving money at the expense of the substitute teachers. Fortunately this practice

does not seem to be very widespread, for it works a great injustice upon the substitute teacher and drives many competent persons from the teaching profession. In New York City these substitutes have passed rigorous examinations and are on eligible lists for regular teaching positions, but are continuously employed at low pay without tenure or other rights. It is hoped that the recent appointment of about 600 teachers to vacancies in the elementary schools of New York City will go far toward correcting the bad situation there.

According to the report from our local in Los Angeles, the substitutes in that community have a special grievance. "A new list was made last summer, based upon an evaluation by a committee appointed by the superintendent of schools. The ratings and placement on the list based upon examinations was discarded and a new list made up from the file of the substitute according to the new evaluation by the committees set up for rating. Many of the long-term substitutes were pushed far down on the list and substitutes of little more than a hundred days' teaching were placed high on the list of ratings. To most of the long-term substitutes this evaluation was not satisfactory."

In some Ohio communities teachers have expressed concern over the practice of employing properly qualified teachers as permanent substitutes and thus saving a small amount in salaries.

There seems to be general agreement, however, that the positions of persons in the armed services should be protected, even though this policy necessitates the employment of substitutes for several years in order to keep the positions open.

HOW HEALTHY ARE WE?

Contrary to the popular notion, the United States is far from being the healthiest nation in the world. Just before the war began, seven countries had lower infant death rates than our country; from seven to eleven countries, varying with the ages considered, had lower death rates among adolescents; twenty or more countries had lower death rates among persons between the ages of 35 and 64.

Solomon's Wisdom in the Classroom

A RELEASE from the Netherlands Information Bureau describes the difficulties with which Holland's teachers had to cope under German rule to protect its children against the noxious Nazi influence and—at the same time—preserve a semblance of adherence to the enemy's rulings. The situation can be best illustrated by the reminiscences of a teacher in the now liberated province of Limburg, as published in a Maastricht paper of recent date:

"Though there were never more than one or two pupils in each class whose father was an N.S.B.-er (Dutch Nazi)," the teacher wrote, "there was always the possibility that an incensed parent might storm into the principal's office to shout at him, 'one word from me, and you'll be on your way to the Vught concentration camp.' Or an N.S.B.-inspector might complain that 'your actions demonstrate a complete lack of appreciation of the New Order.'"

"One of the most frequently recurring prob-

lems was the quarreling between N.S.B. children and other pupils; great diplomacy was needed to maintain peace in the classroom without inviting the vengeance of Dutch Nazi parents. One experience of mine in this respect may well serve as an outstanding example:

It is during the fifteen-minute morning recess. The school yard resounds with hundreds of children's voices . . . The principal and a few of his teachers walk back and forth, discussing the latest Nazi ukases. Their quiet debate is crudely disturbed by a little girl who, flushed with anger and with tears of fury, runs up to the principal:

"Mr. Jansen, Annie called me a filthy N.S.B.-er!"

The principal, who has been head of a school for many years, knows his customers.

"And what have you done?"

"Yes, but she said 'filthy N.S.B.-er,' and my father . . ."

"Oh," says the principal. He knows the girl; he knows the father, who is so imbued with his own inferiority that every word he utters is a threat in which the Gestapo or the Vught concentration camp plays the preponderant part. In the midst of a growing circle of interested children stand the two opponents, the one crying and crumpling her handkerchief, the other enjoying her approaching triumph. Then the principal asks: "What did Annie say?"

"'Filthy N.S.B.-er,' and . . ."

"That's all I asked. Is that true, Annie?"

"Yes, sir. But *she* said 'filthy pig' to me." More tears . . .

"Don't cry, Annie. Is that true, Emma?"

"Yes, sir," after a slight hesitation. "But she said 'dirty N.S.B.-er' . . ."

The principal puffs slowly at his pipe, and looks around the circle. Suddenly he smiles as he feels the wisdom of Solomon descending upon him.

"If I understand rightly," he said, "you both called each other 'dirty.' So that's a word we may leave out of the discussion. Now it's only natural that Annie felt insulted when she was called a pig, but for Emma the word 'N.S.B.-er' . . . eh . . . Emma, are you insulted when someone calls you an N.S.B.-er?"

Emma remains silent, shakes her head surlily, "No."

"Of course not," the principal says. "Even as I would not feel insulted if someone called me 'teacher.' Therefore—if either of you is guilty, it is Emma. 'Pig' is a word that I cannot allow. What do you think, Emma, shall we withdraw our accusations?"

The boys and girls in the circle nudge each other with unconcealed enjoyment.

"And you, Annie, don't you think you should forgive Emma this time, and forget the whole thing?"

The teachers hide their smiles in their notebooks . . . The children return to the classroom . . . Now we turn to page 67; we'll do some reading . . ."



ACME PHOTO
RESPIRE FROM WAR

This American soldier couldn't resist the temptation to stop and teeter-totter with these delighted Filipino children in the town of Dagupan.

FULL AND FREE COMPETITION?

By **LESLIE C. SCHWARTZ**, Local 2, New York

Under the sponsorship of the National Industrial Information Committee of the National Association of Manufacturers a series of advertisements has been appearing in several New York newspapers. These "ads" hold great public interest because of the sweeping promises they make to labor and to consumers for the postwar period. Organized business proposes "the finest products . . . at the lowest prices . . . FULL AND FREE COMPETITION . . . to create more jobs and more earnings for all." If the business concerns for which the National Association of Manufacturers speaks in these ads can make good this program, they will do much to maintain national prosperity which would also contribute much toward a stable world order.

However, many economists have read these ads with a certain reservation in view of the monopolistic practices revealed in the studies of the Temporary National Economic Committee and the National Resources Board.

In recommending the Temporary National Economic Committee investigation to Congress, President Roosevelt spoke of such practices "as constituting 'private collectivism.' " The President stated:

Unhappy events abroad have retaught us two simple truths about the liberty of a democratic people.

The first truth is that the liberty of a democracy is not safe if the people tolerate the growth of private power to a point where it becomes stronger than their democratic state itself. That, in essence, is fascism—ownership of government by an individual, by a group, or by any other controlling private power.

The second truth is that the liberty of a democracy is not safe if its business system does not provide employment and produce and distribute goods in such a way as to sustain an acceptable standard of living.

Among us today a concentration of private power without equal in history is growing.

The Temporary National Economic Committee has had printed some 50,000

pages of testimony and conclusions dealing with monopoly practices and related problems during the 1920's and 1930's. It holds that a striking effect of such monopoly practices was the interference with demand for goods, as a result of artificially maintained prices. Therefore, production of important commodities declined as did employment, payrolls and wage rates. Deflation grew worse. These restrictions thus aggravated and prolonged the depression of the 1930's.

In further proof of these conclusions one might quote these figures from the "Structure of the American Economy," issued by the National Resources Committee (p. 148). Certain industry groups, designated as the "administered price" group, show a decline in production of up to 80% (averaging 60%) with prices down 20% or less, in the period 1929-32. Included in this group are the steel, automobile and farm implement industries. The corporations which dominate in these fields are among the leading members of the National Association of Manufacturers. On the other hand, we have the "market price" group, including farm commodities, textiles, clothing, etc., in which production fell but 20% while prices fell over 60%. In the latter group are millions of independent cotton and wheat growers, many textile mills, etc., so numerous as to make price agreements extremely difficult.

No one can calculate the total effect of these practices in terms of jobs lost and wages lowered. The loss in the building trades alone amounted to many billions of dollars. Man hours lost in farm implements was 84%, in men's clothing and shoes only 25%.

Now the National Association of Manufacturers in these "ads" promises full competition. Perhaps it realizes that full steam ahead may mean better times for all people, including stockholders.

Secretary-Treasurer's Page

The Parable Of the Popcorn

IT IS becoming increasingly apparent that the flirtation of the National Association of Manufacturers with state and national educational associations has resulted in desertion even before the marital status had been reached. When asked to "declare their intentions" and to support the superficial friendship in deeds as well as in words, the industrial Lochinvars who were courting the educational organizations—along with many other organizations—have hastened to ride back into the West singing: "Don't fence me in; give me land—lots of land."

The courtship by the NAM of non-union educational groups reminds one of the old story about the young Romeo who drove his lady friend to the county fair. As they sat in the buggy the young lady hinted: "My, that popcorn smells good." "Giddap!" said the young Romeo. "I'll drive up closer so you can smell it better." The NAM is quite willing to drive the teachers up a little closer just so long as it does not have to buy any popcorn.

A few years ago the NAM, at the beginning of its campaign to propagandize educational organizations, wrote to the AFT office and requested permission to send a speaker to the annual convention of the American Federation of Teachers. In reply the AFT suggested the possibility of sending a speaker to the NAM convention in exchange. After a long period of time had elapsed the NAM replied that it would not be possible to work out an exchange of speakers and that the NAM had made arrangements to cooperate with other educational organizations.

A short time ago officers of one of the AFT locals wrote to the national office requesting a copy of the educational program of the NAM. Having no such material on hand we wrote to the NAM enclosing a copy of our pamphlet which describes the education program of the American Federation of Labor over the years and requested any similar pamphlets the NAM might have regarding its education program.

After a time one of the NAM officials replied:

Investigation of the archives of the NAM reveals that there is no definite record of an official statement on education of any kind prior to the resolutions adopted at the 1941 Congress of Industry. I believe you are familiar with these but I am enclosing a reprint in the event that it might be helpful for your files. Of course, you already have the 1942 resolutions.

I have heard it said that some time in the 1920's there was a statement of some kind made relative to education, but I am unable to obtain a copy of it and I do not believe that it was an official resolution of the Association.

A few months ago an inquiry was received at the national office from AFT members who had been invited to attend one of the NAM educational meetings, as to the attitude of the NAM toward federal aid to education. To secure first hand information on this subject we again wrote directly to the NAM for information and received the following reply:

The NAM has to date taken no official position on the subject of federal aid to education. As you know, we are firmly in agreement with the teachers that there is an acute problem in the field of school financing and we have vigorously urged business men throughout the country to interest themselves in the problem. There are many of our members, on the other hand, who are fearful of all forms of federal intervention or the extension of bureaucracy. This is a view, I believe, that labor today shares with us. The conflicting considerations are such that frankly it seemed best not to adopt a formal position on the specific measure now before Congress.

Thus, despite the nebulous resolutions adopted recently in favor of education, the NAM frankly admits that the organization has had no education program over the years and that it has taken no stand in favor of federal aid to education, a primary objective of the organizations with which it has held numerous joint conferences. The *Chicago Journal of Commerce*, under dates of February 1 and February 3, 1945, carried two blistering editorials attacking federal aid to education as "the administration's pet scheme for foisting federal control upon the country's educational system." At a time when the size of classes in the public schools should be greatly reduced to assist in coping with a serious problem of child delinquency, organized business groups from coast to coast are advocating larger classes as an economy measure. These facts probably present a more realistic description of organized industry's attitude toward educational progress. If the NAM is seriously interested in education why were no representatives from this

organization present to testify in favor of federal aid at the Congressional hearings held on this subject recently and in previous years? Organized Labor has consistently testified in support of federal aid at these hearings. Until the NAM takes such definite steps actually to assist in pro-

viding adequate educational facilities for the children of America, we cannot help feeling that the organization is still driving the teachers up a little closer so they can *smell* the popcorn a little better.

IRVIN R. KUENZLI

Swiss Education, Inspired by Democratic Ideals, Teaches Mutual Respect and Forbearance

By DR. MAX RAEER

THE FIRST aim of Swiss education is to prepare citizens capable of insuring the well-being of the community. The conviction is therefore instilled into the children that they have a place in the scheme of things. They are taught that they must use their right to freedom with a full sense of moral obligations toward others, and that they must develop self-assertion and self-discipline in their noblest forms.

Swiss educators emphasize that the teaching of the child begins at home. Here, with his parents as instructors, he is to learn the lessons that are to guide him throughout life—lessons of respect, obedience, reverence and self-control. Then, day by day, the work of building and perfecting may go forward under the influence of the school.

The Swiss system of education holds before each young person the ideal of individual development of personality, while working with others for the common good of all. With such differences in languages, creeds and culture, as they exist in Switzerland, how can this common ideal be attained?

Primarily, a strong Celtic ancestry is common to the entire Swiss population. The same invasions and the same colonizations, first by the Romans and later by Germanic tribes, left lasting impressions on all parts of the country. Although imposing their different languages they did not change the inherent, common characteristics of the Swiss people. Geographical conditions, dividing the land into countless districts of various sizes, while keeping these districts within one well-defined frame, formed by the Alps, the Jura and the two greatest lakes, have also played a vital part in the development of the Swiss nation.

But something more fundamental and basic lies beneath these other influences. It is the determination of each of the 22 cantons to cleave to their common fatherland, united by the oath

of free men and a profound attachment to inherited rights, ideals, religions and languages. This diversity of heritage is, moreover, a strong factor in Swiss education, a valuable impetus in its development.

Long before the French Revolution, all Swiss cities of any importance already had founded high schools for their youth. At Zurich, for instance, two famous writers, Bodmer and Breiting, who were at the same time educators, taught in the Karolinum, the school founded by Charlemagne more than a thousand years ago, where they endeavored to train their pupils in science and citizenship. Other schools could



The University of Zurich is one of many famous seats of learning in Switzerland.



School recess in the lovely Sertig valley near Davos is taken up with games.



Pestalozzi monument at Zurich, birthplace of the noted Swiss educator.

be mentioned which were important centers of European culture long before the discovery of America. Among them is the University of Basle. There were also the monastic schools of St. Gall, Einsiedeln, Engelberg and Disentis, founded in the earliest days of European history. These schools never faltered in teaching the science of life and self-control, and in so doing they helped mankind to carry on through the darkness until the dawn of better times.

Three names loom prominently toward the end of the 18th century, at which time another Swiss, Jean-Jacques Rousseau of Geneva, had rediscovered nature and its role in education. The three names were: Father Girard, a Fribourg monk; Philipp Emanuel de Fellenberg, a Bernese patrician, and Heinrich Pestalozzi, a Zurich nobleman whose family came from Southern Switzerland. Their respective contributions to education enabled Switzerland to become the center of culture and education which it is today. Father Girard was the protagonist of the modern idea of a free, compulsory primary schooling. De Fellenberg was the promoter of the Swiss auxiliary school system and Pestalozzi, admittedly the most important contributor to the cause, inspired the realization of Switzerland's foremost educational ideals. He was the educator of all his successors.

Swiss primary school instruction usually lasts six years and includes children from 6 to 13 years of age. From the beginning a wise system in which the child's activity is not limited to absorbing knowledge, is employed. This system endeavors to acquaint the child step by step with the language, religious and cultural traditions, first of his home, his canton, and lastly of the whole diversified cultural unity of Switzerland. Thus, youth is being formed into citizens who are united in those aims and principles for which Switzerland stands, yet remain forever individual thinkers, independent, free and broadminded men and women.

After a minimum of four years of primary schooling, Swiss children have an opportunity to continue their studies in secondary schools. Here an eight-year period in so-called Gymnasiums leads to a maturity examination and diploma. While some of these secondary schools emphasize classical instruction, others stress the study of modern languages and science. All give, however, adequate preparation for the final exams.

Switzerland has eight higher institutions of learning, i.e., the universities of Basle, Berne,

Zurich, Geneva, Lausanne, Neuchatel and Fribourg, and the Federal Institute of Technology at Zurich. Thus, the German speaking part of the country shares equal honors with the French. What about Italian-speaking Switzerland? Since this section is small and relatively poor it could not afford to maintain a higher seat of learning. However, this seeming lack has been overcome by the cooperation of some of the existing Swiss universities which have agreed to use the Italian language as well as their own for certain courses.

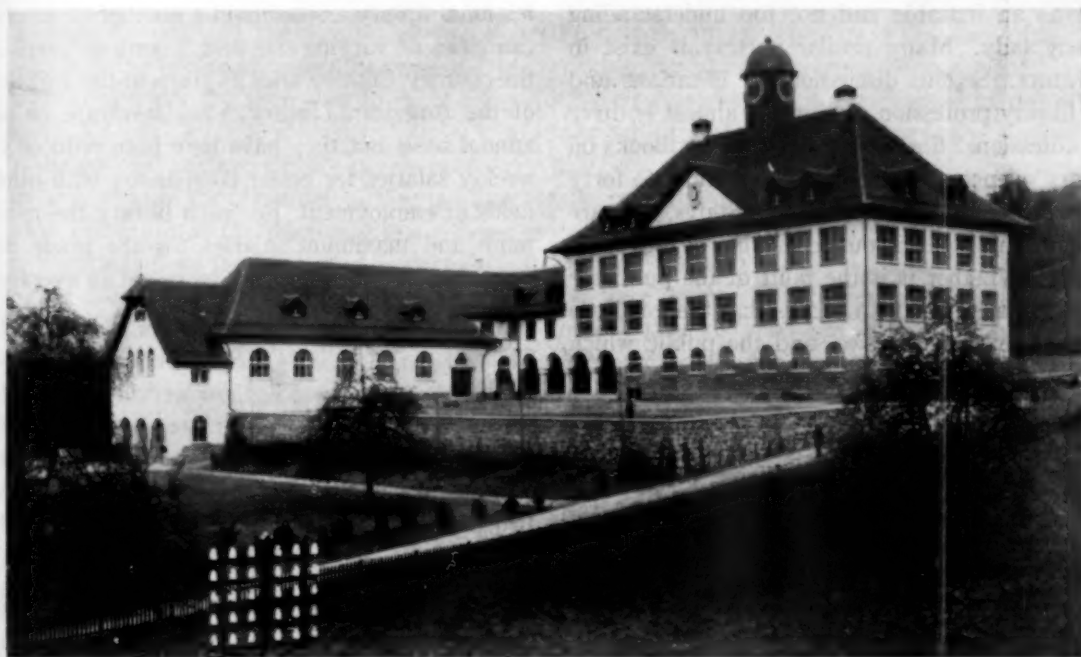
The young people of Ticino can therefore finish their college education in one of these institutions, thus blending their own Latin culture with the culture of the French and German-speaking parts of Switzerland. The late Swiss Foreign Minister, Dr. Giuseppe Motta, was a typical example of this blending of the three European cultures found within the Swiss frontiers. His ability to express the most sublime thoughts with equal ease in German, French or Italian won for him the admiration of world statesmen who, in pre-war days, met regularly on the shores of Lake Geneva.

Another important feature of Switzerland's educational system is the large number of private schools, most of them affording boarding. They include primary and secondary grade, also commercial and finishing establishments. These schools, while applying individual conceptions of

education, have the same object as the public secondary schools, i.e., they prepare for the maturity state examinations. This indicates that the objectives to be attained at this important period of life are determined by the state. However, while the objectives are fixed by the state, the way to their attainment is left to individual private initiative. In normal times Swiss private schools are attended by students from many lands.

The cultural and pedagogic efforts of Switzerland have developed two principal types of secondary boarding schools, i.e., the Landerziehungsheim and the Monastic School. The former, as the composition of the word indicates, enlists nature, sports and all types of physical exertion to achieve a harmonious development of the soul and body of youth. These were the ideals of both Rousseau and Pestalozzi. The Landerziehungsheim establishments are located in some of Switzerland's most scenic and healthful regions. Here, nature and the natural element in education are brought to full fruition.

Swiss monastic schools stress the soul development of their pupils. In this instance teachers and pupils live in close association. The community life of these institutions molds the characters of the young students and teaches them mutual respect and forbearance, which are so typical of Swiss citizenship.



Few American communities with a population as small as this Swiss village of 1273 inhabitants could boast of as fine a public school building as this, in Meggen, on Lake Lucerne.

The Librarian—Stepchild of the Professions

By SAMUEL SASS

Senior Divisional Librarian, University of Michigan

IN THE American city, particularly in the large metropolis, the public library building is often an imposing edifice which occupies a prominent position in the municipal landscape. Citizens take pride in pointing out these monumental structures to visitors as evidence of the progressiveness of their community. In sharp contrast to this position of prominence enjoyed by the American library building stands that of the American librarian, about whom the public knows very little and, judging by what it is willing to pay for his services, cares even less.

Although practically everybody has at one time or other made use of a library or at least been inside of one for the purpose of keeping out of the rain, there is probably no profession currently practiced in this country about which the public knows less than about the librarian. The doctor, lawyer, teacher, engineer, are known to the public not only through personal contact but also as they have been portrayed in literature and the motion picture. The librarian has been unfortunate in this respect since he has been portrayed almost exclusively in caricature. A typical picture of a librarian is that by Saroyan in "The Human Comedy"; it is the familiar picture of the librarian as an irritable and not too understanding elderly lady. Many similar portrayals exist in literature. Serious discussions of librarians and the library profession are limited almost entirely to professional library journals and textbooks on library science. Although there are close to forty thousand librarians in the United States, they are heard from very little outside of their professional groups. Whether it is the fault of the public or the librarians, the fact remains that there is little rapport between the two, and the public which the librarian is expected to serve knows practically nothing about him.

In the American community the librarian is the stepchild among the professions; whereas the doctor, lawyer, or teacher commands some respect, the public doesn't often think of the librarian as belonging to this professional circle. The salaries which most librarians receive are evidence enough of the low esteem in which they are held. The American Library Association publishes annual salary statistics and just a casual glance at

these figures reveals a situation which is nothing short of amazing. Salaries are given for each grade of library worker as defined by the American Library Association. The grade of "professional assistant" comprises the bulk of librarians and is defined as "a member of the professional staff performing work of a professional grade which requires training and skill in the theoretical or scientific parts of library work as distinct from its merely mechanical parts and includes all the professional staff except the chief librarian or director, assistant chief librarian, department heads, division heads, branch librarians, and first assistants." In order to be classed as a professional assistant, a person must have at least a bachelor's degree which includes one year of professional education or the equivalent of a college degree plus five years' experience in a library of recognized professional standing. As a matter of fact, many library workers in this grade have more than these minimum requirements; some have a bachelor's degree plus an additional degree in library science, and many have advanced degrees either in library science or in some subject field.

The following are some salary figures for professional library assistants in a number of American cities of varying size and in various parts of the country. The salaries as given in the Bulletin of the American Library Association are on an annual basis but they have here been reduced to weekly salaries for better comparison with other fields of employment. For each library the minimum and maximum salaries for the grade are published and the following represent an average:

| | | | |
|-------------------|------|----------------------|------|
| Buffalo | \$37 | St. Louis | \$28 |
| Chicago | 44 | San Francisco | 37 |
| Detroit | 55 | Somerville, Mass. 22 | |
| Jersey City | 32 | Bridgeport, Conn.. | 30 |
| Kansas City, Mo.. | 30 | Tulsa, Okla..... | 29 |
| New York City... | 37 | Paterson, N. J..... | 30 |
| Brooklyn | 36 | Fort Wayne, Ind.. | 33 |

In the library of Galesburg, Ill., a city with a population of almost 30,000, there is one professional assistant who is paid \$9.23 a week and another who is paid \$11.54 for working 40½ hours a week. It may be hard to believe but these

are official figures published in the April, 1944, issue of the Bulletin of the American Library Association. It should be pointed out that the salaries for the other cities listed above probably make the picture look much better than it actually is. In giving their salary figures for publication the libraries do not state how many people get the minimum and how many the maximum. The median salary, rather than the average, would be a more fair figure to use since generally more people in a grade get the minimum than the maximum. The minimum figure for professional assistant in the New York Public Library, for example, is only 27 dollars a week.

Besides working for these very low salaries, privileges and working conditions of librarians are far inferior to those of teachers, for instance, whose educational requirements approximate those of librarians. Teachers are usually hired for the school year and are paid extra for teaching in summer school; they are usually also protected by retirement provisions. Librarians, on the other hand, work a full year with vacations ranging from a period of less than two weeks in some libraries to a maximum of a month in others. Further, the vast majority of libraries make no provision for the retirement of their employees. Since most librarians are employed either in public libraries or in educational institutions, they are specifically exempt from the provisions of the Social Security Act of 1935. Thus they find themselves in the unenviable position of not earning enough to save for the future and at the same time being excluded from other avenues of social security which are open even to the lowliest laborer.

On the college campus, the librarian's position is similar to that in the community; his standing, with the exception of the relatively few colleges where librarians have faculty rating, is vague. He is neither fish nor fowl; he is not part of the faculty nor is he part of the clerical staff. With the exception of the chief administrative librarian, salaries are very much lower than those of the faculty. This is particularly true of the larger universities; nor do librarians have the usual faculty privileges such as sabbatical leave; and the usual vacation period is one month and in some cases less. Librarians are also usually excluded from retirement provisions which are the rule for the teaching staff.

The following are average weekly salaries in some leading colleges for the grade of "professional assistant," the classification which consti-

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tutes most of the professional library workers in colleges as well as in public libraries:

| | | | |
|-----------------|------|-------------------|------|
| Harvard | \$43 | N.Y.U. | \$42 |
| Princeton | 40 | Vassar | 37 |
| Michigan U..... | 34 | Minnesota U..... | 30 |
| Illinois U..... | 40 | Pittsburgh U..... | 26 |
| Yale | 46 | U. of Cal..... | 40 |

As in the case of public libraries, the average salaries here too paint much too good a picture because only one librarian may be getting the maximum in the grade, whereas a much larger number receive salaries close to the minimum. The minimum for this grade at Yale, for example, is only \$25 a week; at Harvard it is \$23 and at the University of Minnesota it is \$19.

One wonders, naturally, how libraries have managed to keep anybody on their staffs under the circumstances. The fact is that the turn-over is extremely high and during the war, when many librarians have gone into war work in order to take advantage of the better pay, the turn-over has been almost unbelievable. The Librarian of Congress, for example, in his annual report for the fiscal year ended June, 1943, states that of the 1,449 regular positions in the Library only 553 were occupied at the end of the year by the same individuals who had occupied them at the beginning of the year and the remaining 896 positions were filled over the course of the year by a total of 2,193 different people. He estimates the turn-over at approximately 150 percent. The situation in the Library of Congress is by no means unique and other libraries, public and college, are in a similar position. Obviously, no institution can function at its best under such conditions.

In addition to the high turn-over on library staffs, there is another important effect which the poor salaries have had on library personnel. The library profession has failed to attract really top-



ACME PHOTO

STORY HOUR IN A NEW YORK PUBLIC LIBRARY

notch people who are badly needed. It can hardly be expected that a person of ability will spend time and money in a college for at least four years to learn a profession which offers so little opportunity for financial security. Certainly an ambitious young man who hopes to have a family couldn't afford to contemplate a library career if he knew what a small salary he could expect. In the past the nature of library work made it attractive to women who could afford to go into it since many women do not have family responsibilities. With employment opportunities for women becoming ever wider in scope, however, the library profession cannot compete with better paying professions in attracting women who possess the best qualifications. The final result has been the only logical one that could be expected under the circumstances. Recent recruits to the profession have too often been of mediocre ability and even of less than mediocre ability. The profession has attracted both men and women of a retiring nature who are willing to work for a regular although pitifully small salary rather than follow a somewhat more adventurous career in some better paying profession. It has also attracted people who were trained in other professions but who for one reason or another drifted into the library profession. Finally, it has no doubt attracted certain individuals who want to join the professional ranks but who simply do not have the ability or qualifications to make the

grade in some other profession. That is by no means to say that the library profession does not require people of ability and high qualifications; the fact simply is that low salaries in the library profession have created a situation where it cannot compete on equal terms with better paying professions and it has, therefore, to be satisfied with the left-overs.

In analyzing the salary situation in American libraries, the Librarian of Congress concludes that one reason for low salaries is the "qualitative evaluation of library work as such"; he points out that although there is no substantial reason for the discrepancy, the work that librarians do is simply not considered as important as that of other professions. If there is no logical reason for this discrepancy, and there certainly is none, how has this situation in which the library profession finds itself been brought about? An examination of the facts shows that to a very major extent it is the fault of the profession itself.

Because of their conservatism and lack of aggressive and progressive leadership, librarians have been unable to overcome the disadvantages of the profession's humble beginnings. The early librarians in this country were merely custodians of the book collections and their work required no particular ability or training. Often the chief qualification of an appointee was that he or she be a worthy person in need of financial assistance. The same situation existed in college libraries where librarians were often superannuated professors who had outlived their usefulness as teachers. Since those days there have been tremendous advances made in library service and to provide this service the profession needs able and talented people trained in subject fields as well as in library techniques. In spite of this change, however, the public's attitude toward the librarian today is still to a large extent colored by the attitude toward librarians of the last century and the profession has been unable to get itself out of the doldrums.

The American Library Association, which was organized as far back as 1876, and the individual librarians who are influential in the profession have concerned themselves chiefly with technical library procedures and other professional minutiae and have done little to improve the personnel situation. It is true that the American Library Association has developed salary and classification schedules but these are largely on paper and, besides, are quite inadequate. The whole question

of salary has been kept on entirely too academic a level and there has been little positive action to call attention to the plight of the rank and file librarian. One of the reasons for the failure to attack this problem in a realistic fashion may be that the American Library Association has been controlled chiefly by the administrative librarians whose salaries are far above those of the average librarian. Many of these administrators have simply accepted the bad situation and have hired librarians for whatever they could get them. Few and far between are those who have raised their voices loudly on behalf of their underpaid staffs.

The conservatism which has permeated the library profession has been responsible for low salaries in yet another way. It has kept library workers from joining unions or from organizing a union of their own. For a librarian to join a union is considered "unprofessional." Only a few brave ones in some of the larger systems have dared to become union members and to bargain collectively. The fact that this attitude toward unionization exists in the face of the low salaries which prevail is further evidence of the lack of realism with which librarians have thus far approached their problem.

The short-sighted policy of the library profession in refusing to take a realistic approach toward its salary situation has had one particularly serious effect which has made itself felt in the past few years. Since salaries have been so low, the profession has been unable to attract enough people with the qualifications expected of leaders and administrators. The result has been that some top jobs in libraries have been filled by people who are not professional librarians. This has occurred in some large public libraries as well as in university libraries; it is especially noteworthy that an outstanding Midwestern university that has one of the leading departments of library science saw fit to appoint a professor of English as director of its libraries. The best known example of this trend is, of course, the appointment of Mr. Archibald MacLeish as Librarian of Congress.

It is ironical indeed that practically the only time that the American Library Association ever attempted to use political pressure on behalf of the profession was when it tried to block the appointment of Mr. MacLeish. The librarians who were influential in the Association saw the appointment as a blow to the prestige of the library profession. They failed to see, however, that the way to building prestige for librarians

lay not in trying to keep a man of Mr. MacLeish's attainments from getting the appointment but rather in remedying conditions in the profession so that it could produce men of his stature from its own ranks. If Mr. Roosevelt had looked to the professional librarians for prospective appointees to the position of Librarian of Congress, and he very possibly did, he no doubt would have found some good librarians among them. He would have found good catalogers and good bibliographers and all sorts of specialists and experts in library techniques. It is folly, however, to think that he would have found an Archibald MacLeish among them.

The chaotic personnel situation which is characteristic of American libraries is practically unique among nations which take pride in their educational institutions. In 1936, the Carnegie Corporation invited Wilhelm Munthe, the director of the Oslo University Library, to visit the United States in order to prepare a report on American library policies and practices. His visit resulted in the book "American Librarianship from a European Angle," which was published in 1939. In it he compares the situation in European libraries where there are "fixed requirements for appointment and promotion, definite grades, titles, salaries, age limits and pensions" to the American situation which is "rather that of a business organization, a large retail store with an army of young clerks and shopgirls and a relatively small group of 'floorwalkers' and 'heads.'" He points out further that there is a more favorable balance between the various salary groups in European libraries and that "there is not such a disproportionally large number of library employees on the lowest salary level." His opinion of salaries in American libraries is best summed up in the following statement: "I do not find it hard to believe that librarianship is actually the worst paid profession in the United States. At any rate it seems to be based on the idea of celibacy." Unfortunately, the general public never heard of Mr. Munthe's book and certainly not enough librarians read it; or if they did read it, they didn't take it to heart as they should have.

American librarianship is at a critical stage in its development; librarians can choose to continue in their passive role and thus doom their chosen vocation to the future of a second-rate profession. Their other choice is to attack their personnel problem in a realistic and vigorous manner; it is to hammer away constantly in order

to make their plight known to the public. Certainly nothing can be accomplished by following the hush-hush policy which has prevailed in library circles concerning the salary situation; as a matter of fact many librarians consider the entire subject of salaries taboo. Only by ceasing to be shrinking violets can librarians eventually take their place beside the other professions on an equal footing without reservations and without apologies.

The library personnel problem concerns not librarians alone; in the final analysis it concerns the public even more. In a democracy the library has an important role to play which cannot be

over-emphasized. Librarians are fond of quoting Carlyle's statement that the true university is a collection of books. There is every reason that this university which is open to all who can read should be staffed by the most able people available. It is generally agreed that a school can be no better than the teachers in it; the public must transfer this type of thinking to the library. Whether or not the library can function at its best will depend on the calibre of the people who constitute its staff. Certainly the public cannot expect much in that direction with the office boy salaries which are now the rule in the library profession.

Effective Use of Audio-Visual Aids Requires Teacher Training

By **MADELINE S. LONG**

Radio Coordinator of the Minneapolis Public Schools

EVEN a minimum of in-service training of teachers in the use of audio-visual aids to education might make a tremendous difference in the utilization or non-utilization of effective aids to education.

In some instances today John Doakes sends for the motion picture equipment and *several* 16mm. films. "If I'm going to the bother of darkening the room and setting up the equipment," he says, "I may as well use it all period." By the time the period is half over, the ventilation in the room is poor, the children are restless, and by the next day they seem not to have retained much of what they saw and less of what they heard.

Mary Doe may occasionally turn on a radio program because her children have asked to hear it. She understands that Miss Smith's classes listen regularly to this program, but she feels that direct teaching accomplishes more and that "after all it is a waste of time, as the children listen to radio a great deal anyhow."

If Mr. Doakes would pre-view one good film which fits in with the unit of work he is teaching, assign preliminary reading, suggest things to look for, and follow the showing of that one film with discussion and possibly a second showing of the same film, he would find that interest in the subject is heightened and learning accelerated.

If Mary Doe prepared for the radio program as Miss Smith does, she would find that an occasional radio program, properly used, is more effective than the usual lesson because it is different. Variety puts ginger into a subject. A radio program may well be accompanied by visual aids also.

In-service training is not so difficult as it sounds. A local of the AFT might well sponsor a demonstration of the use of radio or of visual aids in the classroom. There are four essentials:

1. Someone to organize the demonstration.
2. A room or hall large enough to seat a normal-sized class and teacher spectators. (The group of spectators should not be very large; they must hear the student discussion which precedes and follows the demonstration.)
3. A teacher who has had training or experience in the use of radio or audio-visual aids in the classroom who will give the demonstration with her class.
4. A radio station which will provide a program and possibly the room *or* a good transcription *or* a good educational film from 11 to 20 minutes in length.

The chairman of the AFT Committee on Education by New Media, who is also Radio Coordinator of the Minneapolis Public Schools, recently arranged two radio conferences and demonstrations of the use of radio in the class-

room, with the cooperation of the College of Education of the University of Minnesota and the University radio station, WLB. Substitutes were allowed in the secondary schools so that a limited number of teachers from all the schools might attend from 1:00 until 3:00 o'clock. Since it was impossible to find enough substitutes for half a day for the elementary teachers, their demonstration was arranged from 3:00 to 4:45, and one teacher was released early from each school. In some cases more than one teacher came. Nearly all of the school principals attended.

Programs and mimeographed suggestions for the use of radio were distributed to those attending. [See below.] As a follow-up, the coordinator is sending out brief notes each week calling attention to one or two programs worth listening to. Education has not kept pace with transportation and communication. A little experimentation with audio-visual aids to education will convince the progressive teacher that they are more than "worth the bother."

Below are some excerpts from the mimeographed "program" distributed to the teachers attending the demonstration described in the preceding paragraphs.

Radio Conferences and Demonstrations of Radio in the Classroom

PURPOSES OF CONFERENCES AND DEMONSTRATIONS

1. To provide an opportunity for exchange of ideas among those who use radio in the classroom.
2. To interest more teachers in the use of radio programs and transcriptions as teaching aids.
3. To direct attention to the skills involved in listening.
4. To evaluate the results of directed listening.

A FEW USES OF RADIO IN THE CLASSROOM

1. To develop attitudes.
2. To provide models in speech, in poetry reading, in music.
3. To teach intelligent listening.
4. To stimulate thought and action.
5. To enlarge the background of knowledge in a particular field.
6. To present a few important facts in a vivid manner.
7. To make history and literature live through dramatization.
8. To enrich the vocabulary.
9. To develop the imagination.
10. To teach appreciation.

PROCEDURE

1. Demonstration.
 - a. Preparation.

TEACHERS. ATTENTION

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UNIVERSITY EXTENSION CONSERVATORY 1525 E. 53rd St. Suite U173, Chicago 15, Ill.

- | | | | |
|--|---|---|------------------------------------|
| <input type="checkbox"/> Piano | <input type="checkbox"/> Violin | <input type="checkbox"/> Cornet | <input type="checkbox"/> Trumpet |
| <input type="checkbox"/> Saxophone | <input type="checkbox"/> Clarinet | <input type="checkbox"/> Guitar | <input type="checkbox"/> Mandolin |
| <input type="checkbox"/> Voice | <input type="checkbox"/> Ear Training and Sight Singing | | |
| <input type="checkbox"/> Choral Conducting | <input type="checkbox"/> Public School Music | | |
| <input type="checkbox"/> History of Music | <input type="checkbox"/> Harmony | <input type="checkbox"/> Advanced Composition | <input type="checkbox"/> Arranging |

Name.....

Street.....

City & State.....

Music experience..... Age.....

b. Listening to the broadcast.

c. Follow-up.

2. Conference—questions and discussion from the floor.

PROGRAMS

1. "U.S. Foreign Policy: Shield of the Nation"—a fifteen-minute presentation based on Walter Lippmann's recent book of the same name. Listening to the broadcast as a part of their regular class-work are the members of an American history class. In charge of the class is Mrs. Dorothy Meredith, instructor in social studies at University High School. To build some background for listening to and discussing today's broadcast, the students have read excerpts from *America's Foreign Policies, Past and Present*, by Thomas A. Bailey (a Headline Book published by the Foreign Policy Association).
2. "The Very Smallest Angel," written and produced by Betty Girling of WLB, as one of the series "Old Tales and New." The teacher in charge of the demonstration is Mrs. Winifred Robinson of the Hamilton School. Half of the class she has with her are first-graders; half are second-grade pupils. As preparation the students have reviewed the stories to which they have listened.

NEW BOOKS

What's Wrong with Our Schools?

YOUR SCHOOL, YOUR CHILDREN, by Marie Syrkin.
L. B. Fischer Publishing Corp., 381 Fourth Avenue,
New York 16, N.Y. \$2.50.

Although this book appears to be addressed to parents, teachers will read it with enjoyment and sympathetic understanding. It is an outcry against painful shortcomings of our public schools. But the accusing finger is not pointed at the school plant per se, nor at the teacher, nor even at the administration. The failure of American education is due to powerful and sinister forces in the community that undermine and frustrate its objectives. Miss Syrkin deplores the weakness of our school system that seems incapable of withstanding these subversive influences.

Drawing upon her rich experience of almost twenty years' service in a New York public high school, the author marshals the evidence of the defeat of the American high school on two fronts: the social and the intellectual.

The school has failed in its primary social function—to secure an understanding of democratic institutions and a faith in democracy. Miss Syrkin is dismayed at the lack of devotion manifested by some pupils to the basic tenets of democracy. She is baffled at their apparent readiness to accept un-American beliefs. Why has not the public school immunized American youth against fascist propaganda and ideology? Case studies are related of fascist influences, racial and religious tensions both in and out of the classroom, supported by those who spent the impressionable and formative period of their life in our public schools.

The conclusion is reached that the school has been too timid and passive in defending democracy against its detractors. More aggressive and direct methods of furthering democracy should be employed even if they may be branded as "indoctrination." Miss Syrkin demands that "the school should leave its mark, rather than merely give marks."

The defeat on the Intellectual Front is catastrophic. Four chapters are devoted to listing the violent mutilations of the educative processes. Standards have been lowered; subject matter has been watered; and love of learning has been thwarted. The trend toward a "no failure" policy has resulted in a school program tersely described as follows: "Come in, stay your allotted time, and depart peacefully with a diploma."

The educational issues are summed up thus:

"Our schools must determine minimal essentials of knowledge, whose mastery is to be required of the student body. Obviously, the same requirements should not be set for the superior boy with a flair for academic learning as for the average, or less than average, student who is numerically preponderant in the high schools. The important thing however is that once a minimal standard has been set, it should be maintained. No student should be deprived of the satisfaction of honest workmanship which comes when any task, no matter

how modest, has been completed with integrity. The shock of incomprehension, of constant bewilderment in the face of inescapable intellectual problems, leaves scars as ugly as those of "failure"—the great terror of administrators. And these scars will not be prevented by persistently decreasing the demands which we make on our students. We have been acquiring the techniques of mass education. In the process we have learned that mass education is not synonymous with the education of the masses. The latter is more complex. It is also more expensive in time, energy and money than had been imagined. But we know it can be done. It can be done if we are enabled to deal with small groups for adequate periods of time. It can be done if we can display in our teaching that respect for the worth of every individual which is the essence of democracy—a truth we increasingly deny, the lower we set the level of our expectation, the hastier we are with our dismissal."

In the final section of the book entitled "Synthesis" a program for counterattacking and achieving victory on the "Social Front" is outlined. In the main the Springfield plan is recommended as a direct and integrated program of teaching tolerance and Americanism. The author will be criticized for the meagerness of her constructive proposals. But in truth the school can do little in present day society.

Jim Crow practices and anti-Semitism will destroy faith in the pledge recited daily in school, "one nation, indivisible . . ." The dominant influence of reactionary elements on local school boards accounts for timidity in championing democracy in the school. (Teachers have been fired who took democracy seriously.) The clamor of large taxpayers for lower school costs, with resulting large classes, "no failures" as an economy measure, and overburdened, underpaid teachers, makes the learning process difficult if not impossible.

The hope for the schools depends on how effectively teachers function as citizens and join their forces with labor and civic groups to defeat reaction, prejudice, and distrust in democracy.

What's wrong with the schools is but a disturbing reflection of what's wrong with our society.

MEYER HALUSHKA, *Local 1, Chicago*

At Last!—A Textbook Tells The Story of American Labor

LABOR IN AMERICA. By Harold U. Faulkner and Mark Starr. Under the editorship of S. P. McCutcheon.
New York: Harper & Brothers. 305 pp. \$1.60.

Here is a book on labor, designed for high school pupils and written by an eminent historian and an outstanding authority on labor education. It is as fresh in its approach as new bread and as timely as this morning's newspaper.

The authors are men of proved reputation. Mr. Faulkner is Dwight W. Morrow, professor of history at Smith College, and Mr. Starr, a former vice president of the AFT, is educational director of the International Ladies' Garment Workers' Union.

The book is compact and well illustrated. It gives a splendid résumé of the history of trade unionism in America against a changing picture of the American scene. It fills a longfelt need for a text that can be placed

in the hands of secondary school students with the knowledge that the information that they receive is both timely and unbiased.

The authors explain very clearly such difficult problems as jurisdictional disputes, structure and functioning of craft and industrial unions and the duties of the shop steward.

Not only does the book correct many of the current mistaken impressions about the industrial unionism in the AFL, but it goes on to point out the progressive nature of the CIO movement and its success in the organization of mass workers.

It is the first volume that tells the story of the split in the American Labor Party in New York, an event that parallels in its development the experiences of many American trade unions, including the AFT, when threatened with Communist domination.

The book belongs in every teacher's library as well as in every classroom.

WILLIAM WOOLFSON, *Local 2, New York*

* * *

This little book is unique. Its recent predecessors in the field of non-academic books on labor have been large-size pamphlets written in pamphleteer style, in ardent defense of labor and its works against all comers. The purpose and tone of this volume are quite different and make it much more valuable for classroom use. It is a straightforward, clear history of the contributions and difficulties of workers' groups in America from colonial days to the present. There is nothing childish about it—no "talking down"; it is elementary only in the sense that it is simply enough written to be intelligible to people without a wide academic background, either in the upper years of high school or in the various types of adult education. The illustrations represent actual, typical activities, the references suggested are easily available, and the suggestions for discussion and additional research at the end of each chapter are practicable. A valuable bibliography is appended, and the index works.

For the field of workers' education such a text is made to order. But it is even more useful and more needed in the classrooms of the public schools of America, where only too often texts on social studies present negative or sketchy discussion of the development of labor rather than a clear and objective study of the inevitable growth of labor organizations as a part of the Industrial Revolution wherever it takes place. In America that sense of personal independence which led us to assert the political rights of citizens in such statements as the Bill of Rights has gradually come to include economic rights as well, such rights as have now been recognized as law in the National Labor Relations Act and the Social Security Act, to name only two instances. *Labor in America* gives the historical background for this permanent and significant trend in our American life and in our attitude toward the purposes of government. It should be available in every high school in the country.

The first five chapters are an excellent account of the effect of the Industrial Revolution in America and are of a length suitable for use in history and economics classes in high schools. The last six chapters begin with the organization of the AFL and trace objectively and clearly the ebb and flow of organization, the influence of Marxist parties, the division within labor on types of

political action, and the present schisms. The discussion points out faults in labor organizations and reasons for recurring failures, as well as the abuses of great power by organized employers. Such information is essential in any well taught class in American Social Problems, Civics, or Recent American History. It is not available in such brief or accurate form in any other text.

Teachers of social studies tend to lean so far backwards in being fair that they may impress pupils as having no minds or interests of their own. Such a result defeats the purpose of democratic education in America, which is to produce a critical and actively participating citizenship. *Labor in America* is so fairly and judicially written that even the most literal adherent to the philosophy of non-indoctrination should feel bound to use it, since its simple statement of facts basic to the understanding of the American way of life supplements an otherwise distorted picture. Those who would hinder the use of such materials in American classrooms are clearly not interested in presenting facts, but in continued distortion.

It is to be hoped that organized labor and other intelligent community forces will urge the use of this excellent book on local school authorities and boards of education. The locals of the American Federation of Teachers might well take the initiative in this direction.

MARY HERRICK, *Local 1*

Jerry Voorhis Offers Plans To Remove Causes of War

BEYOND VICTORY by Jerry Voorhis, *Farrar & Rinehart, Inc.* 1944. \$2.50.

Jerry Voorhis, the liberal young Representative from California, here states his views on the postwar world. An ex-headmaster in private schools and sometime lecturer in American history on the college level, Representative Voorhis is better qualified academically to turn his hand to the solution of current world-wide problems than are most of his Washington colleagues. And he turns out a creditable job—a job that New Dealers would call excellent.

His thesis is that international organization for the maintenance of peace, while important and necessary, is secondary to the removal of the causes of war. He correctly states that "It is a far harder task to root out war's causes, to do away with or even to mitigate them, than it is to draw a blueprint for international organization."

Wars, Representative Voorhis tells us, are caused by a combination of factors. Some of those factors are economic; some seem to be inherent in human nature—in men's passions and prejudices. Real and lasting peace will come only when we have laid to rest the causes of war.

The author lists chronic unemployment, imperialism, monopolies and cartels, and rigid adherence to a gold standard as the outstanding economic causes of war.

He enumerates false propaganda, fear, religion-of-the-state, and the "master race" idea as war causes attributable to the loosely controlled passions and prejudices of men.

Mr. Voorhis perhaps puts too much reliance upon public works as a means of combating unemployment. Public corporations and cooperative, democratic people's

controls over unemployment, would be infinitely better than a new W.P.A. Americans might well watch C.C.F. progress with the use of public corporations and co-operatives in Saskatchewan.

In discussing the Indian situation, the author weights the case rather heavily in favor of Britain. Nehru, in his *Toward Freedom*, has an answer that should be read by all who want both sides of the story.

Mr. Voorhis does a good job of criticism on monopolies and cartels. This reviewer wonders what his colleagues think of his proposal to use publicly owned "yardstick" plants and co-ops as the best means of eliminating monopoly influence in the postwar world.

A return to religion is advocated as the answer to the problem of religion-of-the-state; particular emphasis is placed on the utilization of practical Christianity.

Race prejudice is something we have yet to deal with at home; Mr. Voorhis suggests that we cannot honestly lecture Germans and Japanese about the fallacy of the "master race" theory until we are ready to support racial democracy in the United States.

It is refreshing to find a Congressman who can write simply, clearly, and reasonably. While only middle-of-the-roaders will agree with Mr. Voorhis analysis, both right and left wingers will have to credit the representative with a lucid and interesting literary style.

IRVINE KERRISON, *Local 231, Detroit.*

ERPI Offers Learning Guides

Visual learning guides, for use with Erpi classroom films, published by Audio-Visual Council, Inc., Chicago, are now being distributed by Encyclopedia Britannica Films Inc.

This self-testing device, without penalty, was developed under the direction of prominent educators. Visual learning guides help emphasize educational aspects of the classroom film; student achievement is assured beyond any previous expectancy; traditional values of the films are emphasized.

Visual learning guides are now available for the following Erpi film subjects: First Aid, Home Nursing, Alaska, Conservation of Natural Resources, The Industrial Revolution, The Development of Transportation, Development of Communication, Land of Mexico, People of Mexico, Peru (People of the Mountains), Argentina (People of Buenos Aires), Brazil (People of the Plantations), Chile (People of the Country Estates), Electronics, Electrochemistry, Electrostatics, Electrodynamics, Sound Waves and Their Sources, Fundamentals of Acoustics, Light Waves and Their Uses, Theory of Flight, Problems of Flight, Molecular Theory of Matter, The Weather, The Airplane Changes Our World Map, Simple Machines, Distributing Heat Energy, Energy and Its Transformation, Thermodynamics, Body Defenses Against Disease, Foods and Nutrition, The Eyes and Their Care, Mechanisms of Breathing, The Heart and Circulation of the Blood, Mexican Children, Kentucky Pioneers, Westward Movement, Pioneers of the Plains, Life in Old Louisiana, The Earth in Motion, City Water Supply, Clothing, The Passenger Train, Pygmies of Africa, A People of the Congo: The Mangbetu, People of Hawaii, The Honey Bee.

Erpi Classroom Films were acquired by Encyclopedia Britannica Films Inc. in December, 1943. Last April Eastman Kodak Company transferred their teaching films

to the University of Chicago, to be distributed through Encyclopedia Britannica Films Inc. As a result Encyclopedia Britannica Films Inc. can offer approximately 500 films produced to meet the needs of the school curriculum.

Catalogs and descriptive literature can be obtained by writing to Encyclopedia Britannica Films Inc., 20 N. Wacker Drive, Chicago 6, Ill. Films are for sale only, with prices as follows: \$24 for silent films; \$45 for one-reel sound films; and \$76.50 for two-reel sound films.

Life in the United States Portrayed in New Filmstrips

Thirty-three filmstrips which deal with contemporary life in the United States were released this month by the American Council on Education. Originally produced by the Council in cooperation with the Office of the Coordinator of Inter-American Affairs for Latin American distribution, the filmstrips offered so much valuable material for our own schools that arrangements have been completed for distribution in this country.

Seven of the titles deal with the regional geography of the United States. The first provides a panorama. The six succeeding subjects take up the individual regions in more detail bringing out regional characteristics in terms of climate, topography, people, industries, and products as well as indicating the interdependence of the different regions. The regional division used is that followed by the National Resources Planning Board.

Some subjects such as "Day on the Farm," "Suburban Family," and "Small Town," are documentary treatments which bring to the student the flavor of life in a situation different from his own. National parks and forests, important aspects of flood control, irrigation, harnessing water power, rural electrification and soil conservation are treated in other filmstrips. A number of subjects present material closely related to health topics. "Urban Clinic" and "Rural Public Health" provide fine documentary material on the services offered in city and country areas. Housing is treated in two filmstrips which deal with private and public housing projects. Teacher training institutions and PTA groups should find the three subjects on schools particularly interesting as springboards for discussion.

The filmstrips were produced by the Council under the direction of Milton R. Tinsley, formerly with the Office of War Information and the Farm Security Administration. A committee composed of Sidney B. Hall, *chairman*, Walter E. Hager, Paul R. Hanna, Frank W. Hubbard, and Sister M. Joan advised on content and treatment. An unusually high technical quality is maintained throughout the series. Each filmstrip is accompanied by a script which may be read as a running commentary when the filmstrip is projected, or may be used as a teacher's guide. Ample background material is included.

The filmstrips are for sale only. They are priced at \$1.50 each; any seven for \$10.00; the complete set of 33 for \$45.00. Prices include two copies of the English script for each filmstrip. A limited number of scripts are available in Spanish for language classes. Spanish scripts are priced at 10c each.

For complete information write to the American Council on Education, 744 Jackson Place, Washington 6, D. C. A catalog is now available and preview prints will be supplied on request.

NEWS FROM THE LOCALS

Minneapolis Women Strive to Improve Working Conditions in Schools

59 MINNEAPOLIS, MINN.—The Minneapolis Women's Federation is happy to report that the ban on married women teachers was lifted by the Minneapolis Board of Education at its first January meeting. The Women's Federation has for many years opposed discrimination against married teachers.

* * *

Local 59 recently protested against the hasty substitution of a 30-minute period indoors for the recess period. The local favors a well-planned and comprehensive health program, in the planning of which the welfare of pupils and teachers has been carefully considered, but does not believe that school systems or teachers should be ordered to offer increased service without an increased staff, additional funds and personnel training.

* * *

With regard to the recent institution of lunchroom service in the elementary schools, the local sent a letter to the assistant superintendent in charge of elementary education. The local recognizes the fact that school children need a hot, well-balanced meal at noon. But, as is pointed out in the January issue of the *Minneapolis Teacher*, "a hot lunch program simply added to the present

setup of the elementary schools means that many teachers must give up their only free period for several weeks."

* * *

The Women's Federation has set up a special committee to study the problem and make recommendations.

Another problem which Local 59 has been studying is that of the excessive amount of work required of the junior high school librarians. At the present time one librarian is doing the work which two or three librarians did at the time when the libraries were public library stations. The result is that the librarian does not have time to teach the use of the library or to encourage reading and give individual help to students. To improve this situation the local has recommended that:

1. Library clerks be hired to give a minimum of one day a week service in each junior high school library, this arrangement to be temporary until trained professional assistants can be secured.

2. People be hired and trained to do the more complicated mending of books, as was done under the WPA mending project.

Local 59 increased its membership by more than 100 during the first semester of this school year.

Minneapolis Men Recommend Limiting Clerical Duties of Teachers

238 MINNEAPOLIS, MINN.—The membership in the Minneapolis Men's Federation of Teachers has reached an all-time high. The organization now includes more than 90% of the eligible men teachers.

One of the recent activities of the local was a study of the clerical duties of teachers in the Minneapolis schools. On this subject the local's executive board issued the following statement:

"It is the opinion of the Executive Board that in the matter of records, teachers should be required to keep classroom attendance records and only those additional records which

involve the exercise of professional judgment: i.e., (a) school marks, one official copy to the office and the usual mark on the student's card; (b) evaluation of the personality traits for the cumulative record charts.

"We do not consider any further copying of marks, data, programs, and the like, nor tabulations and summations are the proper responsibility of the teacher."

The recommendation was made also that "teachers' duties insofar as they overlap those of clerks should be more clearly defined." The local feels that this problem is a major one, calling for a practical and permanent solution.

Wilmington AFT Local Takes Active Part in Community Activities

762 WILMINGTON, DEL.—The Wilmington local has been taking an active part in various community activities. Recently the organization agreed to undertake the task of surveying one of four areas which are being studied by Wilmington citizens interested in better housing. The purpose of the survey is to provide definite facts on which to base plans for improvement in housing conditions.

Marie Hitchen, a member of the local, headed a committee in charge of arrangements for a testimonial dinner attended by more than 200 trade union leaders. The dinner was given in honor of John J. Hartnett, president of the Delaware State Federation of Labor, who was recently elected Commissioner of the Levy Court. The main speech of the evening was made by James L. McDevitt, president of the Pennsylvania State Federation of Labor.

600 Appointments Made In New York City Schools

2 NEW YORK, N. Y.—The New York Teachers Guild rejoices and takes pride in the news that approximately 600 appointments are to be made in the city's elementary schools. The Guild's unceasing efforts to reduce class size, to provide teachers for the children, and to secure regular appointments for the "permanent" substitutes have thus been rewarded—to some extent, at least. To accomplish these purposes the Guild has conducted a long campaign, using paid newspaper advertisements, radio programs, public hearings, and postcard drives.

Local 1 Gives \$600 to Chicago Service Centers

1 CHICAGO, ILL.—The Chicago Teachers Union has donated the sum of \$600 to be divided among the twelve Chicago service centers which regularly provide food, comfort, entertainment, and information for those in the armed forces. The \$600 was the net profit from the annual card party given by the local.



Irvin R. Kuenzli (left), AFT secretary-treasurer, presents a charter to James Nora, president of the Dubuque Federation of Teachers. On the right is Miss Edra Walter, high school teacher, who acted as toastmistress at the dinner meeting at which the charter presentation was made.

DUBUQUE LOCAL RECEIVES CHARTER

Almost Two Thirds of Eligible Teachers Are Members of Dubuque Local

805 DUBUQUE, IA.—At a dinner meeting held on January 24 the members of the Dubuque Federation of Teachers received their AFT charter from Secretary-Treasurer Irvin R. Kuenzli. The meeting was attended by about 90 teachers, two representatives of the Trades and Labor Congress, a member of the Board of Education, and the acting superintendent of schools.

In his address Mr. Kuenzli declared that the primary object of every teacher should be to see that every child is given every educational service possible. He reviewed the important part played by labor in establishing and supporting the American public school system, in

improving the working conditions of women in America, in eliminating harmful child labor, and in providing vocational education.

An unusual feature in the history of the Dubuque local is that it already includes about two-thirds of the eligible teachers in the Dubuque school system, although it is one of the newest AFT locals.

Officers of the Dubuque Federation of Teachers are as follows: James Nora, president; Neil Lutes, vice-president; Louis Austin, secretary; Donald Burkhiser, financial secretary. Delegates to the Trades and Labor Congress are the president, the secretary, and Miss Ancy Palen.

Plan for Year's Work Prepared By Union County Teachers Union

733 UNION COUNTY, N. J.—The Union County Teachers Union has prepared a plan of work for the year encompassing the following:

(1) An expanded health program in the schools, including increased medical and dental staffs, more clinics, and an over-all program of free school lunches.

(2) A thorough revision of the course of study, adjusting it to include the needs of the lower 50%.

(3) Thorough study of compulsory military training.

(4) Just recognition and payment of the local teachers in the armed services.

(5) Use of U. S. government surplus materials in rebuilding and re-furnishing school plants.

(6) Junior Achievement Groups sponsored by labor groups, to parallel groups sponsored by business.

(7) An immediate \$300 bonus to compensate for the rise in living costs.

(8) Endorsement of the new Veterans' Information Service Center.

(9) Continued support for the Legislative Conference and the passage of the Contractual Salary Bill.

WHAT'S THE NEWS?

Has the AMERICAN TEACHER contained a report on the recent activities of your local? If not, let us know what your local has been doing. News items should reach us by the first of the month preceding publication.

Jersey City Teachers Receive Pay Increases

752 JERSEY CITY, N. J.—The *New Jersey Teacher* reports that following conferences of teacher groups with the president of the Jersey City Board of Education it was announced that pay raises ranging from \$250 to \$550 would be received by all Jersey City teachers and principals not on their maximums.

On January 4 delegates of the Jersey City Teachers Union, headed by Charles Lautenschlager, met with the board and pressed for the stepping up of all teachers to their proper salary level. In making the request for \$500,000 for 1945 Mr. Lautenschlager said that that amount would enable each teacher to get the salary he would be receiving this year if the increments established in the 1929 schedule had not been abandoned during the depression years. Joseph Quinn, president of the Hudson Central Labor Union, supported the teachers' position at this meeting.

The raises are distributed as follows: elementary teachers, \$250; high school teachers, \$300; elementary school principals, \$400; high school principals, \$550; vice-principals, \$300; supervisors, \$400; assistant supervisors, \$350.

Fordson and Dearborn Locals Consolidate

681 DEARBORN, MICH.—The Fordson Federation of Teachers, AFT Local 722, and the Dearborn local, 681, have consolidated, and the new unit is called the Dearborn Federation of Teachers, Local 681. Consolidation was made necessary by the unification of school districts within the city.

As the result of a major change in the constitution of the organization the executive board was expanded by the addition of a school nurse and a school clerk. Another change was a simplification of the dues schedule and of the method of collecting dues.

El Paso Local Presents Teacher Tenure Bill

813 EL PASO, TEX.—A teacher tenure bill is being presented to the Texas legislature by the El Paso City-County Federation of Teachers, AFT Local 813. The bill is based on the AFT's model tenure law.

Massachusetts State Federation Introduces Several Important Bills

The latest bulletin of the Massachusetts State Federation of Teachers reports that the organization has introduced into the legislature bills dealing with tenure, equal pay for equal work, and the right of women teachers to marry without incurring dismissal. Now the main job for the union teachers of Massachusetts is getting support from the community for the bills, and lobbying at the State House for their passage.

The tenure bill, H 718, extends the protection of the existing tenure law to teachers now excluded from the provisions of the law: the teachers of Boston, of the State Teachers Colleges, of agricultural schools, etc. The bill gives specific causes for dismissal, instead of the vague and general causes listed in the present tenure law. "Under present conditions," states the bulletin, "the mediocre teacher is protected, while the superior teacher with some spirit and independence may be fired under the vague 'other good cause' clause." The bill provides for legal recourse for teachers dismissed, shortens the probationary period to two years instead of three, and grants seniority rights. It also provides for a written contract for teachers.

H 716 provides for equalization of salaries for men and women teachers doing equal work. "The principle of equal pay for equal work has long been accepted by the labor movement," the bulletin points out. Men in trade unions support equal pay not only as a matter of justice, but also because men's salaries and men's positions cannot be protected if women work for lower pay. In some Massachusetts communities the difference between the salaries of men and those of women teachers has resulted in the cutting of the men's salaries to the level of the women's salaries. When women teachers can be obtained for lower salaries than men, school boards often fail to hire men teachers, even though men teachers are needed. The bulletin points out also that the United States Government follows the principle of equal pay for equal work, and that it is the accepted policy in war industry.

H 715 provides that a change in the marital status of a woman teacher shall not affect that teacher's employment. In discussing the need for passage of this bill, the bulletin presents the following arguments:

"A serious teacher shortage exists

in Massachusetts. Yet in many communities women teachers are forced to resign when they marry. A change in this rule would add to the available supply of teachers.

"No one would expect a woman lawyer, judge, writer or business executive to resign because of marriage. Teaching is a profession and should be recognized as such.

"The existing rule acts as an effective ban upon marriage, since many men are serving in the armed forces, and their wives need to continue working. Many men return incapacitated. Teachers who intend to marry are obliged to put off marriage because they would lose their positions.

"Promotion of marriage, and the establishment of homes, are matters of public policy, since the family is the basis of a stable society. The present rule against marriage runs counter to the aims of any decent society.

"Many women teachers have members of the family as dependents and as a result of the present ruling of Boston and other Massachusetts communities, are obliged to choose between marriage and their home responsibilities. It is unwise for any community to penalize its members for accepting responsibilities."

Los Angeles Local Drafts Statement of Policy

430 LOS ANGELES, CALIF.—A statement of educational policy has been drafted by the Los Angeles local of the AFT, and is to be submitted to candidates in the coming election of four new members to the Board of Education. The candidates will be asked to endorse the statement, which will contain specific proposals under such headings as: Fostering of Democratic Attitudes, Curriculum Improvement, Adequate Teaching Staff, Maintenance of Building, Growth of Teachers in Service, Child Services, Adult Education, School-Work Program, City College.

N.J. Court Rules Against Tenure for Substitutes

According to a recent decision rendered by the Court of Errors and Appeals, substitute teachers employed in New Jersey on a per diem or monthly basis cannot claim tenure rights. This decision reverses that of the New Jersey Supreme Court.

Credit Union Reaches Million Dollar Mark

1 CHICAGO, ILL.—The Chicago Union Teachers Credit Union has reached the million-dollar mark. Approximately half of the members of the Chicago local are shareholders in the credit union.

Cincinnati Local Protests Method of Computing Class Size

From the *Cincinnati Teacher* of January, 1945

Classes in high schools are large again this year in spite of declining enrollment—larger than they should be for effective teaching.

The size of classes has been discussed in various reports issued by the Board of Education. The method of determining pupil-teacher ratio, however, seems to the Cincinnati Federation of Teachers to be an *invalid* one for finding the size of classes. The inclusion of principals, assistant principals, deans of boys and girls, vocational counsellors, and secretaries who do *not* teach may be a valid means of estimating the cost of instruction per pupil, but it is not a valid method of computing class size. The CFT insists that *only* teachers who are classroom teachers should be considered in class size. . . .

If democracy is going to rely on the public schools to produce its leaders, the schools must meet their obligations in teaching *all* the pupils and giving each one the opportunity to develop his capabilities to the fullest. The CFT reiterates its stand that no regular classroom should contain more than *thirty* pupils!

WHY PENNSYLVANIA'S TEACHERS NEED HIGHER SALARIES

*From a letter sent by the Pennsylvania Federation of Teachers
to members of the Pennsylvania House of Representatives*

Teachers as a group have been particularly hard hit by the increase in living costs. As a result teachers are going into other occupations and school boards must accept thousands of applicants with special emergency certificates. The statistics below tell why.

1. Increase in cost of living, as estimated by the Bureau of Labor Statistics.....30%
 2. Increases to state employees earning under \$3000....25%
 3. Increase in per capita income in Pennsylvania, 1941-43 (based on study of income payments)....39.5%
 4. Amount needed to provide only a narrow margin of living (based on statement of Head of Bureau of Labor Statistics, Jan. 1944).....\$50 a week
 5. Average wage in Pennsylvania industries in Dec. 1944 (Federal Reserve Bank).....\$48.33 a week
- BUT
6. Average pay of Pennsylvania teachers in 1944 (Bulletin of Joint State Government Commission—estimate)\$40.20 a week
 7. Average of bank deposits (based on study made by Securities and Exchange Commission)
- | | | | |
|------------------|--------|--------------------|--------|
| Lawyer | \$3277 | Engineer | \$1456 |
| Doctor | 2595 | Armed Forces | 768 |
| Accountant | 1677 | Gov't Employee .. | 751 |
| Dentist | 1546 | Teacher | 612 |

"Since economists indicate that living costs will continue high after the war, we ask that you give your usual thoughtful consideration to H.B. 190—introduced by Representative Dalrymple for the Pennsylvania Federation of Teachers."

Labor Leader Addresses Graduates Of Philadelphia High School

3 PHILADELPHIA, PA.—The AFT local in Philadelphia is pleased to report that the commencement speaker for the January graduation class of Standard Evening High School in Philadelphia was James L. McDevitt, president of the Pennsylvania State Federation of Labor. This occasion was a very special one, for it was the first time that a Pennsylvania labor leader received such an invitation in the Philadelphia area.

President McDevitt discussed the contribution made by organized labor in pioneering for public education. He touched, too, on the worker's relation to community life, on labor's contribution to civic and cultural activities, and on the understanding and support which labor is now giving to the public school system.

In discussing labor's relationship with the community, Mr. McDevitt said:

"Here in the City of Philadelphia

there are over 400,000 of our citizens holding membership in one of the three present labor organizations. There are over 430 individual local unions and the number of shops under union contract runs into the thousands. As you see, about one of every two working in the city is a member of the union movement and on a city-wide range, there is one union member in every family. That means that we have come to a new situation in American life and in the Philadelphia community where, when we talk of unions and their members, we are speaking of half the breadwinners, half the voters, half of the people who go to church, to school, and so forth, in this community. In short, you will agree that the labor movement has come of age as a substantial part of our city."

Mr. McDevitt reminded his audience that the standing platform of the Central Labor Union of Philadelphia includes the establishment of a free city college in Philadelphia.

Teachers to Be Consulted On Textbook Selection

775 IRVINGTON, N. J.—The importance of securing appointment of members of organized labor to local boards of education was demonstrated in Irvington recently, when Elmer J. Madden, who is a member of the Board of Education and also president of a Newark trade union, supported AFT Local 775 in its efforts to have teachers consulted in the selection of school textbooks.

The sentiment of the teachers on this subject was expressed in a resolution adopted by the union, calling the procedure followed by the Board in the selection of textbooks "very undemocratic." Upon learning of the situation Mr. Madden insisted that the resolution, which somehow had been sidetracked, be produced, along with a reply to the teachers' union on the subject, and that both be made a matter of record.

Two other Board of Education members came to the aid of Mr. Madden, with the result that the matter was brought into the open.

Mr. Madden insisted that the teachers' views were important and that the teachers should be consulted, at least for their opinion, before textbooks are selected.

As a result of the controversy, Irvington teachers will be given the opportunity to voice their opinions on the type of textbooks to be introduced into the city's schools.

Seek Reasons for Leaving N.Y. Teaching Positions

24 NEW YORK, N. Y.—In an effort to determine why 3,000 New York City teachers have voluntarily submitted their resignations during the last two years, the Board of Education is canvassing its former employees to learn their reasons for leaving their positions in the New York City schools.

Failure to increase salaries to meet the increased cost of living was reported by Walter Schumacher, president of the Vocational Teachers Union, AFT Local 24, to be the principal reason for the exodus of teachers from the profession. Poor working conditions in the shops and failure to provide sufficient and proper materials and tools was given as another important reason.

New Jersey Has 14 Locals

With the recent addition of the Woodbridge Township local, New Jersey now has fourteen AFT locals. At present New Jersey ranks seventh among the states in the number of AFT locals.

Labor Notes

(Continued from page 2)

Labor in Australia

More than 1,100,000 Australians are members of trade unions. This is 157 per thousand population, compared with the 91 per thousand Americans who are trade unionists. Only in retail stores and "white collar" occupations is unionism relatively weak.

The political expression of the labor movement is the Australian Labor Party. It functions independently of the unions, and membership is open to all citizens subscribing to its principles. Some unions vote to affiliate with the Labor Party, thus entitling union members to the rights of membership in the Party. In some states up to 80% of the unions are affiliated in this way.

Labor Party leaders are commonly recruited from trade unionists. The

Prime Minister, John Curtin, has been a member of the PIEU (printers' union), the Australian Workers Union, and the AJA (newspapermen's) union, and was state secretary of the Timber Workers Union. Of the nineteen members of the present Federal Cabinet, only three, two farmers and one lawyer, have not previously played some part in union affairs.

Australia has been governed by the Labor Party since Oct. 3, 1941. The party program, like that of the British Labor Party, calls for the "socialization of the means of production, distribution, and exchange." At present, however, it is regarded as a "long range objective."

The Labor Party, in marked contrast with labor movements of other lands, supports high tariffs, universal compulsory military training, and exclusion of non-white immigration.

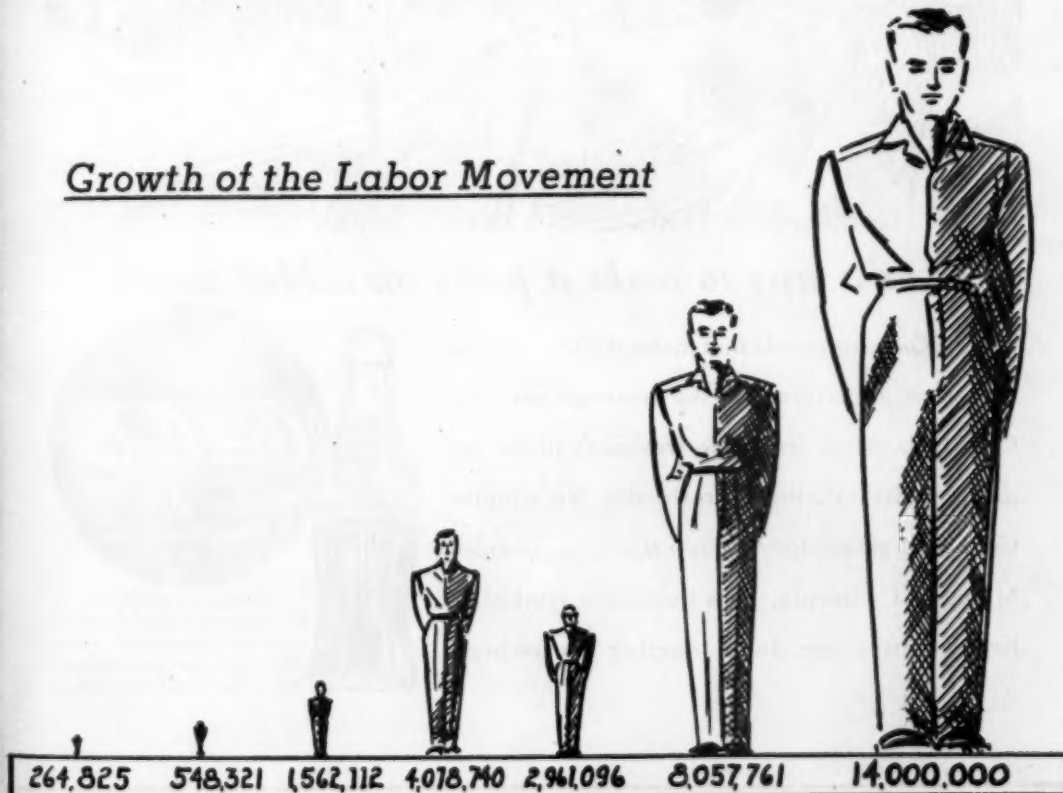
Collective bargaining operates in the framework of compulsory arbitration. Wages, hours, and working conditions are regulated by the Commonwealth Court of Conciliation and Arbitration. This Court has functioned since 1904. Workers are represented before the Court through their unions. Strikes or lockouts occur only when the employer or the union refuses to recognize a Court award. Court action for enforcement of the award or "deregistration" of a union (withdrawing judicial protection) may then follow. Since the Court was established (40 years ago), only one man has been killed in an industrial dispute.

The nature of the labor government is summed up by Prime Minister John Curtin as follows:

"Labor is not a class movement; the Party belongs to the whole people."

1897 1900 1910 1920 1930 1940 1943

Growth of the Labor Movement



From a pamphlet issued by the American Federation of State, County, and Municipal Employees.

Let's raid the icebox...Have a Coke



...or a way to make a party an added success

Have a Coke are words that make the kitchen the center of attraction for the teen-age set. For Coca-Cola never loses the freshness of its appeal, nor its unfailing refreshment. No wonder Coca-Cola stands for *the pause that refreshes* from Maine to California,—has become a symbol of happy, refreshing times together everywhere.



"Coke" = Coca-Cola
You naturally hear Coca-Cola called by its friendly abbreviation "Coke". Both mean the quality product of The Coca-Cola Company.

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